

Point of View

By James Fishkin

A CENTERPIECE of Ross Perot's presidential campaign is his proposal to govern the country through an "electronic town hall." As he describes it, major issues such as the national debt or health insurance will be explained on the air "in depth, not in sound bites." Then, through calls placed by viewers to an 800 number, the people will "respond by Congressional district." This device is not supposed to supplant action by Congress or other institutions of government, but the televised feedback from the people will be tabulated and used to get the White House and Congress "dancing together like Fred Astaire and Ginger Rogers," Mr. Perot says.

Electronic town halls, in a more limited form, already are becoming a major part of the campaign process. Bill Clinton held such electronic town meetings and answered questions from callers in New Hampshire, Pennsylvania, and California during the primary season. More recently, he bought a half hour of time from NBC for a televised town meeting whose studio audience was made up of a sample of undecided voters in Pittsburgh. Both Mr. Clinton and Mr. Perot have fielded viewer call-ins for extended periods on the "Today Show" and other talk shows. But fielding questions and tabulating votes are very different.

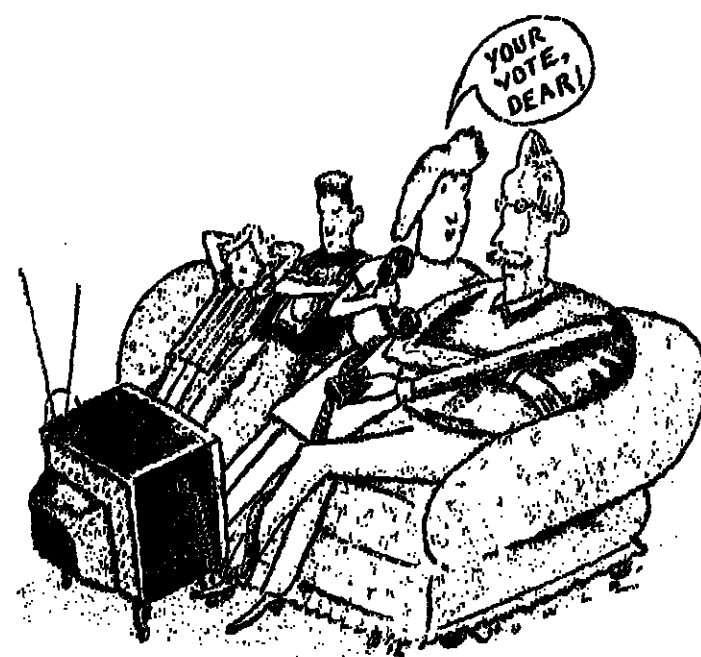
The closest model on a national scale to Mr. Perot's proposal for electronic town halls was seen in January on CBS after the President's State of the Union address. In a pilot for a possible series called "America on the Line," CBS tabulated about 300,000 responses from viewers to questions posed on the program about the President's speech and the state of the union. Mr. Perot has cited the CBS program as a model of what he means by an "electronic town hall."

The problem with this concept is that the viewers who phoned in responses to the CBS program presented a distorted picture of public opinion, at least when contrasted their answers with poll results from a representative sample of viewers to whom the network had directed the same questions. For example, 53 per cent of "America on the Line" respondents said they were "worse off" now than a year ago, while only 32 per cent of the representative sample said so. Only 18 per cent of "America on the Line" respondents reported being in basically the "same" economic situation as a year ago, while 44 per cent of the representative sample reported being "the same."

The kind of electronic town hall that CBS tried has two fundamental defects—it is neither representative nor deliberative. It is not representative of the public at large because the respondents select themselves by deciding to call in, instead of being chosen through the methods of modern survey research based on a random statistical process. The electronic town hall is not deliberative, because it demands off-the-cuff responses from viewers at home—viewers who have not had an opportunity for extended face-to-face discussion either with their peers or with participants in the political process.

Because of the lack of representativeness, survey researchers have long discounted electronic town meetings. For example, Norman Bradburn, director of the National Opinion Research Center at the University of Chicago, has said that viewers calling an 800 number to express their views constitute a SLOP—a self-selected listener opinion poll. A SLOP played a role in distorting the media coverage of the Carter/Reagan Presidential debate in 1980, when ABC used viewer call-ins (in that case they were charged for calling) to declare Reagan an instant two-to-one winner. Polls of randomly selected viewers, in contrast, rated the debate as a close contest.

As was illustrated by the *Literary Digest* fiasco in 1936, when readers predicted a landslide for Alf Landon over Franklin Roosevelt, self-selected samples



ROBERT BOULE FOR THE CHRONICLE

A Voice for 'We the People' in the Electoral Process

draw disproportionately from citizens who feel strongly enough about an issue to take the trouble to write or telephone. Large numbers of respondents do not, by themselves, insure a representative picture of public opinion. CBS has reported that more than 24-million calls were placed to "America on the Line," but incomparably more accurate results could have been achieved from a carefully constructed, random sample of several hundred.

The other main problem with the electronic town hall is the lack of deliberation involved. Mr. Perot argues that his proposed town meetings will "get into detail on the issues, and when the people respond, it is an intelligent, well-thought-out decision. That's a huge difference from a poll." However, his version is not likely to be as different from polls as he alleges. It is true that the citizens responding to the town meeting would have the opportunity to listen to debates on the broadcast, but there is little reason to think that their views will be thoughtful and well informed. Many will bring little background to the issues other than what is presented on the program. Further, they will have little opportunity or incentive to contrast the information to opposing views or to debate the issues thoroughly. Rather, they will be expected to phone in their instantaneous reactions during the course of the town meeting.

It is a commonplace of modern social science that, as economist Anthony Downs pointed out in 1957 in his classic *An Economic Theory of Democracy*, citizens have little rational incentive to spend time acquiring and processing political information. Their individual votes have so little effect on the outcome of an election that they have little motivation to invest time and attention in improving the quality of that vote. They are left with the scanty information they can acquire with little effort or as a by-product of their other activities. This is true of votes cast in a voting booth, and it will remain true of votes phoned in to a nationally televised town meeting such as Mr. Perot is proposing.

Even the most optimistic recent assessment of voter rationality, political scientist Samuel Popkin's *The Reasoning Voter* (1991), argues that voters use various shortcuts—such as identifying "cues" to a candidate's ideology or attitudes toward different groups—to draw inferences that enable them to answer the question, "What have you done for me lately?" Improving that situation would require new kinds of decision-making structures that would motivate ordinary citizens to invest greater time and attention in public issues.

Scholars need to spend less time describing the prob-

lems with the current electoral system—which they have done very well—and more time experimenting with new strategies to motivate citizens to make more thoughtful decisions. Imagine a new beginning to our season of selecting a President. Suppose we were to transport a group of people (who had been randomly selected from the entire country by the techniques of modern survey research) to a single site. Suppose, in addition, that we were to give them briefing materials on the issues, time to digest the information, and opportunities for extensive debate with the candidates, and then polled them at the end of several days on their views of the candidates and the issues.

Imagine that portions of these proceedings were broadcast on national television. Unlike viewers at home, the members of such a sample would be motivated to think and participate because they would be part of a select group that would deliberate on national TV.

Such an event would constitute what I have called "a deliberative opinion poll." Such a poll would reflect what the public would think if it had a better opportunity to consider the questions at issue. Given the role of momentum in the primary process (as political scientist Larry Bartels has demonstrated most notably in his book *Presidential Primaries and the Dynamics of Public Choice*, 1988), a deliberative poll at the beginning of the primary season could have a dramatic effect on the evolution of both candidates and on public debate about issues during the time leading up to the Presidential nominations.

DURING THE PAST TWO YEARS, I joined with WETA, the Washington, D.C., public-television station, in an effort to mount such a deliberative poll, the "National Issues Convention." It was to be held in Austin this past January, at the start of the primary season. Six to eight hours of national broadcast time were to be scheduled on the Public Broadcasting System. The plan was for the major Presidential candidates to meet in person with the national random sample of 600 citizens who would be transported to Austin from around the country. Financing difficulties forced cancellation of the event, but we have begun to lay the groundwork for a 1996 version.

WETA has joined with all 10 of the nation's Presidential libraries, under the leadership of the LBJ Library in Austin, to sponsor the event. We have formed an advisory committee headed by Newton Minow and Charles E. Walker (former chairs of the commission that sponsored the first televised Presidential debates). We propose to engage the Presidential candidates in this deliberative poll at the start of the 1996 primary season.

One of the principal factors fueling support for the Perot candidacy obviously is dissatisfaction with the Presidential choices offered by the primary process. That process—with its vagaries of timing, small, self-selected electorates, and the impact of momentum—suffers from the same two flaws as the electronic town hall. It is neither representative nor deliberative. Short of replacing the current primary system, a new beginning, using a deliberative poll, could produce a major change in the process.

Because the participants would be randomly selected, the difficulties with viewer call-in polls would be avoided. And because the delegates could debate the issues for several days face to face with the candidates, their deliberations would represent more than instantaneous first reactions. Such an event would use television to provide a voice for "We the people" under conditions that would make that voice worth hearing.

James Fishkin is chair of the department of government at the University of Texas at Austin and author of *Democracy and Deliberation: New Directions for Democratic Reform* (Yale University Press, 1992).

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Quote, Unquote

News Summary: Page A3

"This decision is a great thing. It's the most important thing since *Brown v. Board of Education*." Alvin O. Chambers, Jr., on the Supreme Court's ruling on Mississippi's colleges: A16

"She's done a Samson thing on the whole damn church." An English professor, on a scholar's argument that Mark Twain based Huck Finn on a black youth: A6

"The battle isn't over. We intend to continue to try to create more public awareness of the way in which the NEH is simply becoming a branch office of the National Association of Scholars."

An English professor who opposes eight nominees to the National Council on the Humanities: A15

"We have seen the cost estimates for the SSC more than double in three years, yet we are told the project must continue. Why, in a period of fiscal austerity, are we, in effect, giving the SSC a blank check?"

A Senator, on warnings from SSC supporters that its death will damage American science: A26

"It ought to be evident that while virtually everyone thinks they know a great deal about television, few really do, and fewer still leave the university with any systematic appreciation of this vital and compelling medium."

Director of the Freedom Forum Media Studies Center at Columbia U.: B1

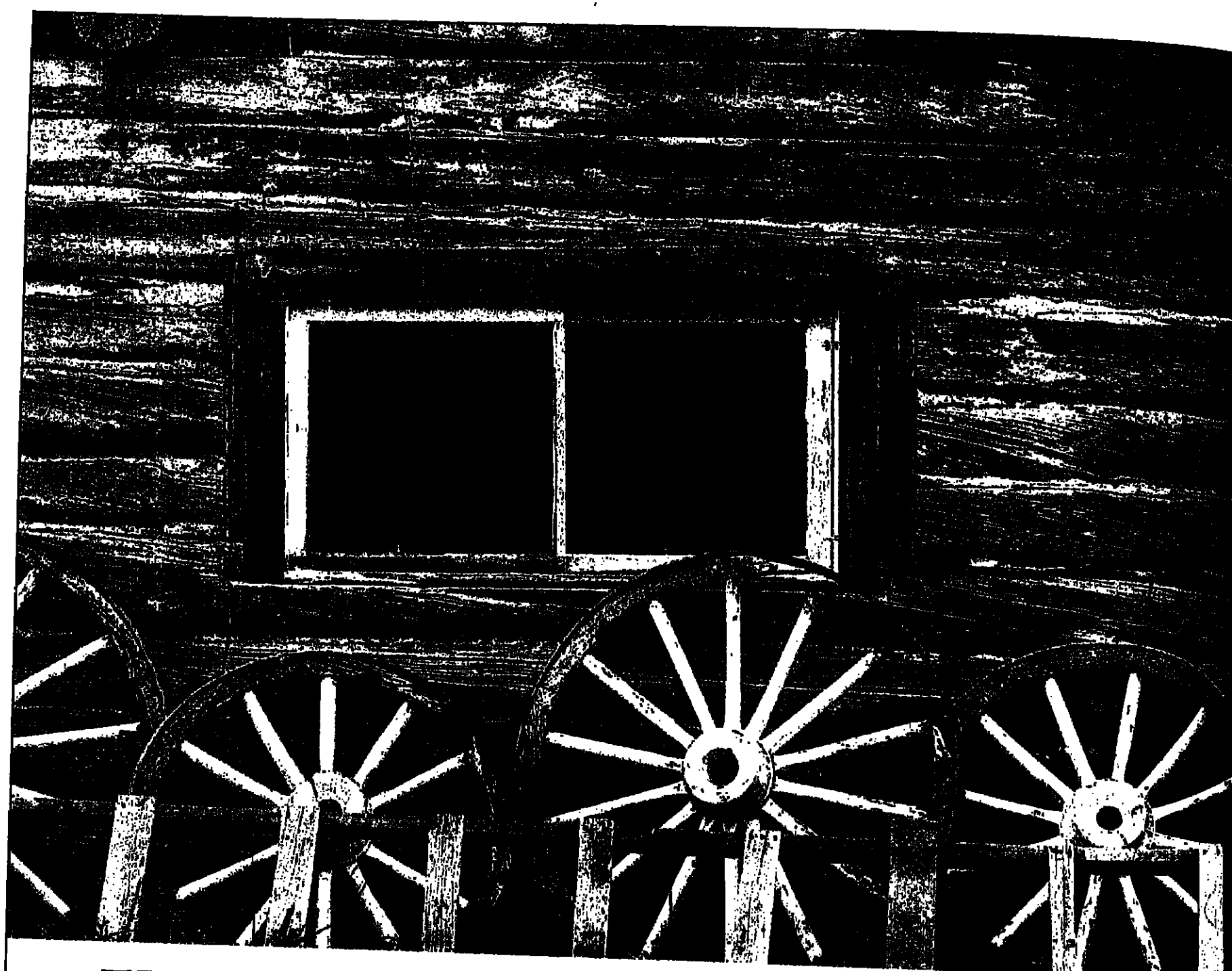
"It is a long way from burning crosses on Minnesota lawns to banning certain kinds of words and epithets on college campuses."

A law professor, on the need to re-evaluate campus speech codes: A40

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"This is going to be a whole new chapter for education in the states where a large number of black students go to college."

The Supreme Court has specified for the first time how states must show they have removed the vestiges of past segregation: Page A16



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This Week in The Chronicle

July 8, 1992

Scholarship

WAS HUCKLEBERRY FINN BLACK?

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REP. ROBERT F. ANDREWS

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MARGINALIA

Memorandum at the University of Southern California:

"Recently, a letter was mailed which requested additional support for KUSC. The letterhead listed the names of several composers. To our embarrassment, four of those names were misspelled: Stravinsky, Leonarda, Tailleferre, and Vaughan Williams.

"These errors did not originate at KUSC. They occurred when the copy was transferred from our word processing program to a program at one of the University of Southern California's printing facilities. In order to insure that these problems would not be repeated, we have established new procedures for proofreading."

Too late!

From *Employee Development Update*, a newsletter at the University of California at Riverside, comes this announcement of a workshop for staff members:

"Writing for Impact (Afternoons) . . . For most of us, writing is a critical form of communication. Good writing is often synonymous with effective and efficient work. . . . Tell us more."

Memorandum at Southern Illinois University at Carbondale:

"The General Education Committee is beginning to study the problem of addressing 'cultural pluralism' in the student general education curriculum. To that end, the Committee needs some basic university-wide information concerning the cultural diversity of the university's faculty and students. . . ."

You really want to know?

Notice to student advisers at a college or university whose identity we have mislaid:

"Do you have an advisee who is looking for another course this term?"

"If so, History 238, U.S. 1945-1950, meeting 10-11 MTHW in OM 34 is open. (Note: due to an oversight, this course did not appear in the original schedule.)"

"Readings will focus on the Civil Rights movement, Vietnam, the Great Society, Watergate, feminism, environmentalism, the impact of mass media, and most important of all, the rise and demise of disco."

"Prerequisites: one history class, and some awareness of the term 'leisure suit.'"

News from *The Utah Statesman*: "To make people more aware of alternatives to driving themselves home when they're drunk, coupons will be given to students Friday so those 'partying on Friday night can get a free home,' said Smith."

Tell Smith we already have one.

—C.G.

In Brief

Harvard law professor loses his post

CAMBRIDGE, MASS.—Adhering to a longstanding policy, Harvard University has denied a black law-school professor's request to extend his two-year leave of absence.

Derrick Bell, the school's first black tenured professor, began an unpaid leave of absence in 1990 to protest the school's failure to hire a tenured "woman of color." In a letter, Robert C. Clark, the school's dean, told Mr. Bell that his failure to return would be considered a resignation, effective last week.

In a statement, Mr. Clark said he was "very saddened" by Mr. Bell's decision not to return to teaching. "I wish he had chosen otherwise," the statement said.

Mr. Bell, who is a visiting professor at New York University's law school, can appeal the decision to a Harvard governing board. He could not be reached for comment. A complaint Mr. Bell filed against the school with the U.S. Education Department's Office for Civil Rights is pending.

After his departure, 68 professors remain at the school. Seven are white women, five are black men, and the rest are white men.

Churches oppose merger of Hawaii institutions

HONOLULU—Hawaii Loa College and Hawaii Pacific University are expected to go through with a planned merger this month despite a lawsuit intended to block the move.

Three of the four Protestant churches that helped to found Hawaii Loa (below) 29 years ago filed a lawsuit in June, claiming that they had not been consulted about the merger and had serious concerns about how it would affect the institution.

The merger would result in one institution on two campuses under the Hawaii Pacific name. Ha-



ALLAN BROWN



Earthquake sends books tumbling in California libraries

RIVERSIDE, CAL.—Southern California was jolted by a severe earthquake and more than 1,000 aftershocks, but damage to colleges and universities was minimal because the epicenter was in a sparsely populated desert area. The libraries at the University of

California campus here and two community colleges were closed temporarily for cleanup and repairs after thousands of books tumbled from the shelves during the first earthquake. About 14,000 books were knocked off the shelves of the Tomás Rivera Li-



DAVID LARSEN

Yearbook editor denied post in photo flap

LAFAYETTE, LA.—Jeff Gremillion, last year's editor of the University of Southwestern Louisiana's yearbook, has been denied a second term because administrators disapproved of controversial pictures in the yearbook.

The book, *L'Acadrien*, featured a photograph of a partly nude woman. It also has a section devoted to the Persian Gulf war, illustrated with a picture of a bulldog, the university mascot, sitting on the American flag (above).

A faculty-student committee recommended to the vice-president for student affairs that Mr. Gremillion be appointed editor of the book again this coming year. The choice was rejected. A university spokeswoman said the institution had received many complaints about the yearbook and that Mr. Gremillion had not been

rehired because the university disapproved of his judgment. An editorial in the student newspaper was sharply critical of the university's decision.

Corrections

■ A story on taxi (The Chronicle, May 20) referred to Lester Mitscher as a professor at the University of Kansas but was incorrectly called him, incorrect Kansas State's Mr. Mitscher.

■ An item in the People in Politics column (The Chronicle, June 24) incorrectly identified institution that Thomas J. O'Connor is leaving to become athletic director at Saint Bonaventure University. He is now director of athletics at Santa Clara University.

Judge orders removal of white administrators

MONTGOMERY, ALA.—A federal judge here has ordered two white administrators from their jobs in its Cooperative Extension Service after finding they had given unfair advantage over black applicants.

The university's Cooperative Extension Service has been operating under an anti-discrimination order for more than a decade.

Two black employees of the extension service filed a lawsuit claiming they had not been given proper consideration for the two administrative jobs. U.S. District Judge Thomas Hobbs agreed, saying the extension service had violated the court order by appointing the two white employees as acting administrators and then adjusting the positions and promoting them permanently.

The judge said the university

had to conduct new searches to fill the two positions. In addition, he said, the next available jobs in each of the extension service's offices in six counties must be filled by minority applicants. One of the two white administrators is retiring and the other has left the position and returned to his former post at the university.

Spring Garden College will close in fall

PHILADELPHIA—Unable to resolve financial problems and faced with a declining enrollment, Spring Garden College has announced it will not open in the fall. The college, which was founded in 1851, is considered to be the nation's oldest independent school of technology. It had an operating budget of \$5.5-million but a debt of more than \$10-million. Attempts by the college to sell the campus to other institutions, then lease back part of the property, fell through.

Lincoln U. receives memorabilia of poet

LINCOLN UNIVERSITY, PA.—A collection of memorabilia formerly owned by the poet and author Langston Hughes (right) has been donated to Lincoln University. Hughes graduated from Lincoln in 1929.

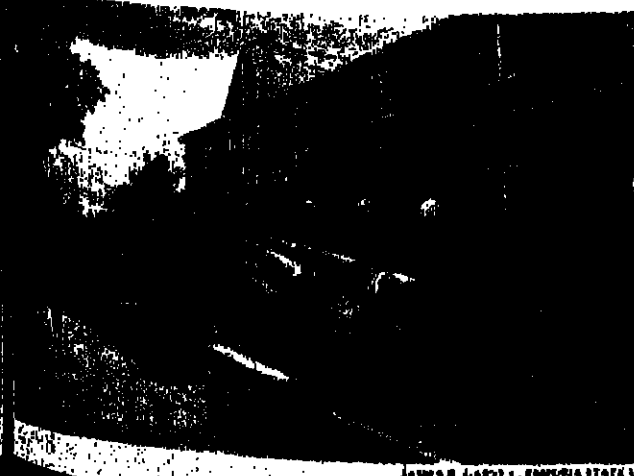
The gift came from Ramona Lane and the late Adele Glasgow, who once owned the Market Place Gallery in New York City, where Hughes often held readings of his works. The collection includes about 75 paintings, photographs, and manuscripts of and by Hughes and artists who, like Hughes, were prominent during the Harlem Renaissance of the 1920s.

University opens Teachers Hall of Fame

EMPORIA, KAN.—Schoolteachers now have a hall of fame. Emporia State University and the surrounding community have opened what is believed to be the only National Teachers Hall of Fame. Last month five teachers from across the country were

recognized as outstanding and named as its first members. They were chosen from about 100 retired or practicing teachers who had been nominated by schools.

Pictures of the teachers will be hung in the hall, which is housed in a former library near the Emporia campus (below). "So many teachers are doing a marvelous job, and that needs to be recognized," said a university official.



JAMES B. LARSEN, EMPORIA STATE U.

PORTRAIT

6th-Generation Texan Takes On 'Trendy Nonsense'

By KATHERINE S. MANGAN DALLAS

Wearing a Stetson and protected by skin "as thick as an old buffalo's," Melvin E. Bradford invites controversy nearly everywhere he goes, whether he's bustling college's efforts to make their curricula multicultural or challenging assumptions of racial equality.

At the University of Dallas, a small, Roman Catholic institution where he is a professor of English, he is generally viewed as a gifted literary scholar and a popular teacher. But Mr. Bradford, who relishes a lively debate, provides plenty of material when he heads out on the national lecture circuit.

He told a gathering of Lincoln scholars in Gettysburg, Pa., that President Lincoln was a manipulator and a hypocrite concerned primarily with advancing his political career. Among other things, he told the scholars that a detailed study of Mr. Lincoln's rhetoric reveals that while he spoke of his hatred for slavery, he more than once tried to recover runaway slaves, and even told racial jokes.

(His views about Lincoln are not unique, although most Lincoln scholars hold a much more favorable view and believe his opposition to slavery was genuine.)

In a speech at Macalester College, which was in the process of revising its curriculum to make it more multicultural, he denounced efforts to revise the canon as "trendy nonsense."

'Generic Humanity'

He says: "The most important problem with multiculturalism is that it doesn't see the importance of texts that address our generic humanity—what an author has to say about death, which is a universal human experience, about whether or not there's something worth risking life for—those are not culturally specific."

A sixth-generation Texan whose great-grandfathers fought for the Confederacy, Mr. Bradford describes himself as a "man of many hats"—a rhetorician who is just as comfortable discussing the history and politics of the South as he is the literature. An authority on William Faulkner and Southern literature in general, Mr. Bradford has written dozens of essays and several books on topics ranging from the fall of the Confederacy to Caroline Gordon's stories about the Civil War.

Among his more provocative views is the premise that the nation's founders never intended that the country be dedicated to equality. "The cult of equality," he writes in a recent essay, "is the opiate of the masses in today's world—part of the larger and older passion for uniformity or freedom from distinction."

He says people are equal in matters covered by the law, but that "endless attempts at social engineering" to give people "equality of condition" are destructive. Those who believe everyone is entitled to equal opportunities, he says, "create unfounded expectations" because some people simply aren't equipped to succeed. A



Melvin E. Bradford: "The more privileges black Americans have had, the worse they seem to do."

towering man with a gracious manner and a self-deprecating sense of humor, Mr. Bradford says he rarely receives a hostile response, even when addressing people who don't agree with him.

"I'm good natured, and my personal presence doesn't encourage a lot of effrontery," he says. "I'm 6-5 and over 300 pounds, so I don't bring out the aggressive side in people. But I'm not afraid of other opinions. My hide's just as thick as an old buffalo's."

Battle Over Humanities Post

Nevertheless, his views have at times got him into trouble. In 1981, he was reported to be one of three candidates under consideration to head the National Endowment for the Humanities. But fierce opposition from neoconservatives to his views on Lincoln prompted the Reagan Administration to nominate William J. Bennett instead.

His critics, he contends, "put together a myth of me that was useful in getting Bennett in instead of me."

He adds: "They knew he occasionally makes a progressive noise, and I generally don't."

Part of that myth, he says, is the assumption that he is racist. "I'm not a scientific racist," Mr. Bradford says. "But blacks as a group have been here a long time and, for some reason, making them full members of our society has proven almost impossible. They remain outside. The more privileges black Americans have had, the worse they seem to do."

"At the core of it is black private life—those things we can't legislate and can't control," he continues. "I have a deep suspicion that in matters that affect the course of their lives, blacks habitually shoot

themselves in the foot." He says, as an example, that too many single black women are mothers.

When he travels to the North to deliver a lecture, "I always wear my Stetson hat, and I think my speech gets a little thicker." At home, in friendlier territory, he is generally popular with students and rarely discusses his views on race and equality. The university has no full-time black faculty members, and black students contacted by *The Chronicle* were unfamiliar with Mr. Bradford's more controversial views. Further, since no one has been pushing the university to revise its curriculum, he hasn't attracted much attention with his statements on multiculturalism.

'Well Liked as a Teacher'

"His views aren't necessarily applauded by everyone, but he's well liked as a teacher," says Mark Zuniga, a senior who serves as editor in chief of the campus newspaper, *University News*.

"This is a conservative university," he adds, "and a lot of students appreciate the stands he takes. They may not yearn for a return to the antiques South, but they certainly like the positions he takes on more modern issues like abortion and the necessity for morality in law."

Although he says he has no political ambitions himself, Mr. Bradford worked on George Wallace's 1972 campaign for President, and more recently, wrote newspaper editorials on behalf of Patrick Buchanan when he was running for the Republican Presidential nomination. "I have some gifts in the rough and tumble of Texas politics, but I'm a school teacher," he says. "That's a high enough calling for me."

Root
Twain

A new surgical technique for removing gallbladders was the hottest subject of scientific research in 1991, according to the publication *Science Watch*.

The newsletter's editors scanned data bases in more than 8,000 areas of science to look for groups of published papers indicating rapidly emerging areas of research.

Although the technique for removing gallbladders, known as a laparoscopic cholecystectomy, was invented in 1987, *Science Watch* says the method is being refined quickly.

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Scholarship



FROM THE MARK TWAIN PROJECT OF THE MANUSCRIPT LIBRARY

A Scholar's Provocative Query Was Huckleberry Finn Black?

A forthcoming book may revise the way critics look at American literature and define multiculturalism.

By Karen J. Winkler

ERNEST HEMINGWAY once wrote that "all modern American literature comes from one book by Mark Twain called *Huckleberry Finn*." Published in 1884, the novel has found a place at the very center of the American literary canon.

Now a University of Texas scholar is asking, "Was Huck black?"

In a book to be published by Oxford University Press next spring, Shelley Fisher Fishkin argues that Twain based much of what scholars say was innovative about the character and language of his protagonist, Huck, on a black child he met in the 1870's. Further, Ms. Fishkin says, Twain drew on boyhood memories of the rhetorical style of a black slave to help him develop a new genre of social commentary.

Ms. Fishkin's book, *Was Huck Black? Mark Twain and African-American Voices*, is likely to have a major impact, not just on the way scholars interpret a mainstay of the American literary canon, but also on the way scholars define that canon. By calling attention to the way multicultural voices have influenced mainstream literature, it suggests that traditional views of the dichotomy between majority and minority cultures may be flawed. In so doing, the book gives the term multiculturalism a new meaning.

Literary critics have viewed the publication of *Huckleberry Finn* as a watershed, both legitimating the vernacular voice of an uneducated narrator and forging a new comic genre. But critics have traced the roots of the novel and its narrator to white sources, ranging from the humorous literature of the American Southwest to an outcast named Tom Blankenship, whom Twain knew as a boy. They have generally looked to black sources only for Twain's portraits of black characters.

Both approaches were too narrow, says Ms. Fishkin, a professor of American studies at the University of Texas at Austin. "Literary criticism has been segregated. The assumption has been that white texts grew out of a white tradition; black texts

out of a black tradition. I'm suggesting that African-American voices have helped shape what we have thought of as mainstream American literature. The implication is that we need to pay more attention to African-American culture, even when we study the canon. By the same token, we have to be aware of the influence of canonical works on African-American writing."

Scholars to whom Ms. Fishkin has shown her manuscript say it will spur them to change the way they think about American literature.

'A Samson Thing on the Church'

For Twain scholars, says Justin Kaplan, a Pulitzer Prize-winning biographer of Twain, "the book will shake things up considerably."

He added: "We knew Twain's prose came out of a Mississippi River tradition, but no one has put the evidence together to claim he drew on black rhetoric in this way."

For the humanities in general, Ms. Fishkin's argument shows that the very terms of the multiculturalism debate today are "incorrect," says David Bradley, a novelist and a professor of English at Temple University. "One side wants to keep canonical texts in the curriculum, the other to throw them out. Both assume that works that have been acknowledged by the test of time are emblematic of white European culture. Shelley blows that argument out of the water."

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That description rang a bell, Ms. Fishkin set out to compare Jimmy with that of another artless narrator, Finn. She had planned to include the search in a chapter of her book on Twain and race, "but arguments about the style of Huck kept waking me up at night," she says.

Taking time out from her original project, she decided to expand her work on *Huck Finn*. In the resulting manuscript she draws on a wide range of scholarly analyses of Huck's language and character and shows their striking similarity to that of Jimmy.

For example, Ms. Fishkin cites the boys' penchant for repetition and verbs, for coining new words, their understanding of the adult world, and aversion to cruelty that set Huck out from his more satiric precursors in Southern vernacular literature.

A Conception of Satire

"Many of the elements of syntax and diction were recognized as characteristic of the speech of African Americans in Twain's day, and have been ascribed to 'Black English' in our day," Ms. Fishkin points out. "I believe Jimmy may have sparked in Twain a new conception of the potential of a vernacular narrator who later became Huck Finn."

Twain may have had another model in mind: the young Twain used to sneak out of his house to hear Jerry, a black slave named Jerry, whose satiric pronouncements he heard indirectly and of giving words a double meaning.

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"We know Twain was sympathetic to black people, but there's always been disagreement about just how much he was willing to let that sympathy show in his fiction," Mr. Sloane says. "Shelley shows Twain synthesizing his sympathy into art."

For Ms. Fishkin, the point is not whether Twain's use of black voices was conscious or unconscious—that, she says, she cannot answer. And she acknowledges that his portrayal of black characters, like Jim in *Huckleberry Finn*, was often limited.

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Indeed, some scholars see Ms. Fishkin's book as a signpost, indicating a new direction for literary scholars to follow in thinking about the meaning of multiculturalism.

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Mr. Gates says: "When I was a student in the 1960's, my professors still thought of the great American tradition as white and male, and that was about it. Then, from the late 1960's on, some of us began to analyze a self-contained black tradition as a corrective. Now people are beginning to look at cultural contact."

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Continued on Following Page

his conception of satire, Ms. Fishkin says. She shows that, in an article published after his death, Twain used similar language to describe Jerry and Huck Finn when he introduced the character in *Tom Sawyer*.

Ms. Fishkin places both *Huckleberry Finn* and Twain's description of Jerry in the context of recent scholarship that has defined a black rhetorical style derived from slavery. She likens the style Twain adopted to that described by Henry Louis Gates, Jr., as "signifying"—a way of saying things indirectly and of giving words a double meaning.

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WILL VAN OVERBEEK FOR THE CHRONICLE

Huckleberry Finn, the book we think of as quintessentially American, he allowed black voices the most play to mix with white voices," Ms. Fishkin says.

While some folklorists and historians have argued that class cut across racial lines in the South to forge a common culture among poor black and white people, literary critics have been slow to look at that kind of cultural mixing, she says.

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Continued From Preceding Page
Ralph Ellison and David Bradley, who have noted that canonical authors influenced their own work, have been among the first to call attention to the intermingling of cultures. Mr. Ellison told Ms. Fishkin in an interview that, when he was a child, Twain's language so resonated with his own experience that he nicknamed his brother "Huck."

Mr. Bradley says that academics have been slow to explore the interrelationship between black and white culture. "Mostly, this kind of talk has come from people on the fringes—writers outside academia."

Getty Trust Names Postdoctoral Fellows in History of Art

The J. Paul Getty Trust has announced the names of recipients of the 1992 J. Paul Getty Postdoctoral Fellowships in the History of Art and the Humanities. The 15 scholars, who received their doctorates within the past six years, were each awarded stipends—for use wherever they like—"designed to free them at the beginning of their professional careers to pursue research and writing."

Following are the names of the scholars, their institutional affiliations, and the subjects of their research.

Stanley Aho, assistant professor, San Francisco State U.: ordinary images—non-elite Chinese art and culture of the fifth and early sixth centuries.

Fredrick Baker, assistant professor, Hood College: a new antiquity—Assyria, exoticism, and representation.

Anne Burkus, assistant professor, U. of Chicago: Chen Hongshou, poet-painter of the late Ming period, and the languages of self-representation.

Catherine Campbell, assistant professor, U. of Alberta: art in the communal court—San Geronimo.

Edward de Boer, curator, Museum of Ethnology (Rotterdam, the Netherlands): the language of spatial organization in Moche art, Peru, 100 B.C.—A.D. 650.

Johanna Drucker, assistant professor, Columbia U.: late 19th-century inscription, visuality, and interpretation.

Lisa Drucker, assistant professor, Hobart and William Smith College: sexual difference and the allegorized body in the work of Peter Paul Rubens.

Laurence Gerard-Morhant, independent scholar, France: minerals and textiles in real and painted decoration in Italy from late antiquity to the quattrocento.

Salah Haseen, assistant professor, State U. of New York at Buffalo: the life and works of Mahmud Harun—the African artist as an individual creative personality.

Hubertus Kohle, assistant professor, Ruhr U. Bochum (Germany): Adolph von Menzel's Friedrichbilder—studies in the relationships between politics and aesthetics in Berlin in the mid-19th century.

Nicholas Mirzoeff, assistant professor, U. of Texas at Austin: silent poetry—deafness and visual representation, 1750-1920.

Karen Pinkus, assistant professor, Northwestern U.: daily regimes—the iconography of the body in Italian advertising of the 1930's.

Anne-Marie Sankovitch, independent scholar, New York: flamboyant Paris. Susan Sontag, fellow, Columbia U.: image against word—the anti-narrative realist image in 19th-century painting.

Billy Stein, assistant professor, U. of California at Irvine: the rhetoric of the colorful and the colorless—American photography and material culture between the wars.

"I think there is going to be blood on the floor, because some people who have made their academic reputations defining a separate black tradition will interpret Shelley's book as very threatening," he adds.

Overlapping Racial Traditions

Others scholars say Ms. Fishkin's work does not so much deny the existence of separate black and white traditions in America, as call attention to the ways in which they have overlapped. In that, she joins a small but growing chorus in academia raising new questions about the nature of the literary canon. Such critics as Arnold Rampersad,

Werner Sollors, Eric Sundquist, and Richard Yarborough, for example, have begun to examine the

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cross-fertilization between black and white writing and music. In her book *Playing in the Dark*,

released this year, the novelist Toni Morrison calls for an examination of the way race and the 400-year presence of black people in the United States have influenced mainstream American writers.

"Through significant nuanced conflicts, through the way writers peopled their work with the signs and bodies of this presence—one can see that a real or fabricated Africanist presence was crucial to their sense of Americanness," writes Ms. Morrison.

Mr. Rampersad, a professor of literature and American studies at Princeton, sees Ms. Fishkin's work as "a wonderful response to Toni Morrison's challenge, and a

step—a major step—in the recognition of the interplay between black and white cultures in the United States."

Mr. Yarborough, a professor of English at the University of California at Los Angeles, says: "Other looking at black literature alone, nor studying it as part of American culture, can succeed without the other approach. It leaves issues of race to black studies—or of gender to women studies—we run the risk of ghettoizing them. But we're not at attention in society or in the academy where we can afford to stop attention to black literature on its own right."

He adds: "We're not there. But work like Shelley Fisher Hines moves us further along."

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If you're looking for a way to make the most of your retirement savings and that of your plan participants, consider performance. A lot of providers of 403(b)(7) retirement plan services claim it. But few can prove it. Fidelity's assets have grown from \$14.9 billion in 1981 to more than \$155 billion* today.

But performance should extend into other areas as well. It's just as important to find a turnkey solution that gets high marks from you and your employees. That's why we place such emphasis on participant record-keeping and employee communications support, as well as choice and flexibility.

To find out more about Fidelity's first class performance and how it can help you, contact our Retirement Services Group at 1-800-343-0860.

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*As of April 30, 1992. For more complete information about Fidelity mutual funds, including fees and expenses, call for free prospectuses. Read them carefully before you invest or send money.

Publishing

Many people could name some of the men who were prominent writers of the Harlem Renaissance period—novelists and poets such as Langston Hughes, Claude McKay, and Jean Toomer. But what about the women?

That's what Marcy Knopf began to wonder after taking a course on female American writers at the University of Cincinnati two years ago. For the course, Ms. Knopf read a novel called *Phun Bun* by Jessie Redmon Fauset, who wrote during the period. "I loved this book, and I wanted to know more about her," she says.

One day in New York she visited the Schomburg Center for Research in Black Culture and began searching through the microfilm, looking for other work by Fauset. She found several more stories as well as four novels and many reviews and translations.

That piqued her curiosity about other black women writing during the Harlem Renaissance who had faded from public view. "Like many things, with the men of the Harlem Renaissance, you could find reprints of their work. But not for the women," Ms. Knopf says. While still a student, she put together a proposal for an anthology of their writings and sent it off to Rutgers University Press.

Rutgers had already published a collection of women's poetry of the Harlem Renaissance, and Ms. Knopf's proposal fitted well with the press's interests, says Leslie Mitchner, executive editor at the press. "My biggest concern wasn't her age but how the academic community would respond to a white woman academic doing a project like this," Ms. Mitchner says. After discussing the proposal with several black woman scholars, all of whom expressed

great interest in the project, she offered Ms. Knopf a contract.

Rutgers plans to release the book, tentatively called *Harlem Renaissance Stories by Women*, next spring. Ms. Mitchner calls it the first definitive edition of short stories by black woman writers of the period. It includes works by Jessie Redmon Fauset as well as Nella Larsen, Alice Dunbar-Nelson, and Zora Neale Hurston, probably the best-known woman writing at the time. The book includes an introduction by Ms. Knopf on the history of the period and a foreword by Nellie Y. McKay.

Although she bears the same name as one of the most prominent publishing houses in the country, Ms. Knopf, recently graduated from Cincinnati and now a marketing assistant at Oxford University Press, says she is no relation to the founders of Alfred A. Knopf Inc.

It's an unusual format for a highly respected physics journal, but Helmut A. Abt, managing editor of "The Astrophysical Journal," sincerely believes a picture is worth a thousand words. Moving pictures, that is.

Starting with the July 10th issue, Mr. Abt plans to produce a video version of the journal, featuring computer simulations and moving pictures of astronomical phenomena that are critical to understanding an increasing number

of discoveries in astrophysics, but that can't be displayed on paper.

Mr. Abt, an astronomer at the National Optical Astronomy Observatories in Tucson, Ariz., says the videos won't replace the written journal, which is published three times a month, but will serve as a supplement to some of the issues. Papers that include moving pictures of simulations or astronomical observations will be compiled in a single issue of the journal, which will be sent to subscribers with a video tape. Mr. Abt plans to publish the video text twice a year—or more frequently, if the format proves popular with authors and subscribers.

Mr. Abt got the idea from recent meetings of the American Astronomical Society, where a dozen or so authors brought videos of computer simulations to illustrate their talks. A computer simulation, he says, "is not the kind of thing you can illustrate very well in a couple of graphs in captions. So, I thought, hey, why not try it in the journal?"

The first issue of the video will feature five segments—four of which are computer simulations and a fifth that depicts an unusually clear observation of the sun superimposed with data gathered on the sun's magnetic fields. Mr. Abt says the 50-minute video will cost about \$6 a subscriber to produce and mail.

Adrian L. Melott, an astrophysicist at the University of Kansas who has a computer simulation in the journal's first video, says the format will be a useful tool for scientists. By looking at data in a computer simulation, he says, "the eye can make out a lot more relationships than in graphs and equations."

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Controlled Frontiers in Amazonia, by Helmut Schmitz and Charles H. Wood (Columbia University Press; 418 pages; \$35). Shows how national and international forces have shaped competition among social groups for control of a southern frontier region in Pará, Brazil.

A Hopi Social History, by Scott Rushforth and Steadman Upham (University of Texas Press; 312 pages; \$35 hardcover, \$14.95 paperback). Uses case studies of Hopi Indian history to evaluate different anthropological theories of sociocultural persistence and change.

The World of the Swahili An African Oceanic Civilization, by John Middleton (Yale University Press; 320 pages; \$30). Combines anthropology and history in a study of the Swahili-speaking coastal communities of East Africa.

ART AND ARCHITECTURE

Home in the Heartland: Ballroom Frame Architecture of the Upper Midwest, 1880-1920, by Fred W. Peterson (University Press of Kansas; 311 pages; \$35). Traces the development of a new approach to wood-frame construction that was made possible by the production of machine-made nails and dimension-cut lumber.

The Total Art of Bauhaus: From Design to Architecture, by Gunter Kieser and

Boris Groys, translated by Charles Rougle (Princeton University Press; 176 pages; \$19.95). Examines the elite origins, development, and decline of socialist-realist art in the Soviet Union.

CLASSICAL STUDIES

The Amarna Letters, edited and translated by William L. Moran (Johannes Hopkins University Press; 464 pages; \$68). Translation of cuneiform tablets that contain the diplomatic correspondence of Egyptian pharaohs during the mid-14th century B.C.

Homer: The Poetry of the Past, by Andrew Ford (Cornell University Press; 248 pages; \$28.95). Argues, among other things, that Homer grounded his poetic

project in religious rather than literary or historical terms.

ECONOMICS

Faulty Foundations: Soviet Economic Policies, 1928-1940, by Holland Hunter and Janina M. Szymer (Princeton University Press; 282 pages; \$49.50). A sector-by-sector analysis of Stalin's economic policies during the period.

FOLKLORE

Principles for Oral Narrative Research, by Axel Olrik, translated by Kirsten Wolf and Jody Jensen (Indiana University Press; 240 pages; \$29.95). Translation of a highly influential treatise on folklore research by the Danish scholar who lived from 1864 to 1917.

HISTORY

The Battle for Coal: Miners and the Politics of Nationalization in France, 1940-1980, by Darryl Holter (Northern Illinois University Press; 264 pages; \$35). Discusses the mining industry's shift from private to nationalized production, as well as the politics of its role in post-war economic recovery.

Elizabethan War and Politics, 1588-1603, by Wallace T. MacCallery (Princeton University Press; 552 pages; \$65). The final book of three volumes on Elizabethan politics; topics include the Queen's reluctant pursuit of war with Spain, and the conquest of Ulster.

The Fabrications of Louis XIV, by Peter Burke (Yale University Press; 288 pages; \$35). Explores the relationship between art and power in a study of representations of the French king over the many decades of his reign.

Impossible Individuality: Romanticism, Revolution, and the Origins of Modern

Selfhood, 1787-1802, by Gerald N. Izenberg (Princeton University Press; 360 pages; \$39.50). Focuses on Schlegel, Schlegel, Wordsworth, and Coleridge in a study of the development of the concept of selfhood in England, France, and Germany.

LITERATURE

The Infortunate: The Voyage and Adventure of William Morley, an Indentured Servant, edited by Susan E. Klepp and Billy G. Smith (Pennsylvania State University Press; 178 pages; \$25 hardcover, \$12.95 paperback). Memoir of an Englishman who traveled to America as an indentured servant in 1729.

Pardon Us: From Will and Political Liberty in American Culture, 1830-1760, by Jon Pahl (Johns Hopkins University Press; 224 pages; \$35). Describes how religious concepts of free will influenced the development of early American concepts of liberty.

The Politicized Muse: Medial Festivals, 1828-1887, by Anthony M. Cummings (Princeton University Press; 230 pages; \$39.95). Analyzes the political messages conveyed in elaborate public festivals sponsored by Florence's Medici family.

A Sensational Independence: Canadian Methodist Women Missionaries in Canada and the Orient, 1883-1928, by Rosemary R. Ogan (McGill-Queen's University Press; 281 pages; \$39.95 U.S.). Traces the experiences of female missionaries in Japan, western China, and in the immigrant and indigenous Indian communities of Canada.

Language

Mental Grammar: Russian Aspect and Related Issues, by Per Durst-Andersen (Slavica Publishers; 268 pages; \$18.95). Develops a framework for the analysis of the relations between aspect and verbal, sentential, and utterance meanings.

The Origins of the Slavic Language, by Zbigniew Ciabak (Slavica Publishers; 462 pages; \$28.95). Uses linguistics

Continued on Following Page

NEW SCHOLARLY BOOKS

Continued From Preceding Page
tic data to trace the obscure, historical origins of the Slavic people.

LITERATURE

The Aesthetics of James Joyce, by Jacques Aubert (Johns Hopkins University Press; 208 pages; \$28). Considers such topics as Joyce's views on Coleridge, Hegel, Nietzsche, and Russian. **Brander Matthews, Theodore Roosevelt, and the Politics of American Literature, 1880-1920**, by Lawrence J. Oliver (University of Tennessee Press; 272 pages; \$29.95). Discusses the American writer, critic, and scholar's major influence on New York's literary establishment, as well as his friendship with Roosevelt, who is described as a frequent ally in Matthews's cultural causes.

Fictions of Authority: Women Writers and Narrative Voice, by Susan Sniader Lanser (Cornell University Press; 304 pages; \$39.95 hardcover, \$12.95 paperback). Identifies and analyzes "authorial," "personal," and "communal" voice in novels by American, English, and French writers since the 1740's.

H. D.'s Freudian Poetics: Psychoanalysis in Translation, by Dianne Chisholm (Cornell University Press; 304 pages; \$38.95). Explores the American poet's interpretation of transference, narcissism, masochism, and other concepts articulated by Freud, with whom she entered analysis in 1933.

Imagining the Child in Modern Jewish Fiction, by Naomi B. Sokoloff (Johns Hopkins University Press; 264 pages; \$29.95). Draws on the work of Mikhail Bakhtin and other theorists in a study of English, Hebrew, and Yiddish texts that use their depictions of children to explore Jewish self-concepts.

Letters of Old Age: "Rerum Sanitum Libri I-XVII", by Francis Petrarch, translated by Aldo S. Bernardo, Saul Levin, and Reta A. Bernardo (Johns Hopkins University Press; the two-volume set has 736 pages and costs \$85). Translation of 128 letters written by the Italian poet from about 1361 to 1373.

Multicultural Autobiography: American Lives, edited by James Robert Payne (University of Tennessee Press; 376 pages; \$39.95 hardcover, \$18.95 paperback). Discusses autobiographical writing by Americans of various ethnic and racial backgrounds.

Translations of Power: Narcissism and the Unconscious in Epilo History, by Elizabeth J. Bellamy (Cornell University Press; 272 pages; \$38.95 hardcover, \$14.95 paperback). Draws on Freudian and Lacanian psychoanalysis in a study of Virgil's *Aeneid*, Ariosto's *Orlando Furioso*, Tasso's *Gerusalemme liberata*, and Spenser's *The Faerie Queene*.

A Web of Relationships: Women in the Short Fiction of Mary Wilkins Freeman, by Mary R. Reichardt (University Press of Mississippi; 200 pages; \$28.50). Explores the image of female rebellion and acquiescence in works by the American writer who lived from 1852 to 1930; also available, edited by Ms. Reichardt, is *The Uncollected Short Stories of Mary Wilkins Freeman* (356 pages; \$40 hardcover, \$16.95 paperback).

MUSIC

The Angel's Cry: Beyond the Pleasure Principle in Opera, by Michel Poizat, translated by Arthur Denner (Cornell University Press; 256 pages; \$22.95). Translation of a 1986 French study of the emotional appeal of opera.

Charles Ives: "My Father's Song": A Psychoanalytic Biography, by Stuart Feder (Yale University Press; 396 pages; \$35). Shows how the American composer's work was influenced in life and in memory by his relationship with his father, a Connecticut village bandmaster who died when Charles was 20.

Alexander of Aphrodisias: On Aristotle's "Metaphysics 2 & 3", translated by William B. Dooley and Arthur Madigan (Cornell University Press; 224 pages; \$47.95). Translation of two books of a third-century Greek philosopher's commentary on books two and three of Aristotle's *Metaphysics*.

Strophos: Corollaries on Place and Time, translated by J. O. Urmson (Cornell University Press; 160 pages; \$47.95). Translation of a work by the 6th-century Greek Neo-Platonist philosopher.

The Terms of Cultural Criticism: The Frankfurt School, Postmodernism, Post-

structuralism, by Richard Wolin (Columbia University Press; 300 pages; \$35). Analyzes the three theoretical schools' challenges to the precepts of the Enlightenment.

POLITICAL SCIENCE

Common Law and Liberal Theory: Coke, Hobbes, and the Origins of American Constitutionalism, by James R. Stoner, Jr. (University Press of Kansas; 296 pages; \$35). Discusses the jurist Edward Coke (1552-1634) and the philosopher Thomas Hobbes (1588-1679) as representatives of two traditions that shaped American constitutionalism.

Rethinking Obligation: A Feminist Method for Political Theory, by Nancy J. Hirschmann (Cornell University Press; 368 pages; \$39.95 hardcover, \$15.95 paperback). Draws on the "gender psychology" of Nancy Chodorow, Carol Gilligan, and other theorists to develop a

feminist approach to the concept of political obligation.

Self/Power/Other: Political Theory and Dialogical Ethics, by Romand Coles (Cornell University Press; 224 pages; \$29.95). Focuses on the thought of St. Augustine, Michel Foucault, and Maurice Merleau-Ponty in a study of the relationship among self, ethics, and power.

RELIGION

Popular Voices in Latin American Catholicism, by Daniel H. Levine (Princeton University Press; 424 pages; \$49.50 hardcover, \$18.95 paperback). Focuses on Colombia and Venezuela in a study of religious, cultural, and political change.

THEATER

Acting Gay: Male Homosexuality in Modern Drama, by John M. Clum (Cornell University Press; 300 pages; \$29.95). Analyzes American and British plays dealing with male homosexuality, and considers taboos concerning the presentation of aspects of gay male life.

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Here are a dozen new ways to improve journalism.

These 12 exceptional journalism students are this year's Chips Quinn Scholars.

The mission of the Chips Quinn Scholars Program is to forge a unique partnership between journalism educators and newsroom editors that will identify promising minority journalism students and give them newsroom opportunities and professional guidance to launch their news careers.

Students selected as Chips Quinn Scholars are matched with appropriate summer internships at cooperating newspapers and linked with mentor editors who will help guide them to newsroom careers upon graduation.

Each winner receives a travel stipend and, upon successful completion of the internship, a \$1,000 scholarship.

The Chips Quinn Scholars Program was established by family and friends of the late John C. Quinn, Jr., managing editor of the Poughkeepsie Journal. Chips Quinn was committed to encouraging young news talent, especially minorities. This scholarship program keeps his efforts and his spirit alive.

CHIPS QUINN SCHOLARS PROGRAM
The Chips Quinn Scholars Program is administered in cooperation with the Association of Black College Journalism and Mass Communication Programs.

For more information about the Chips Quinn Scholars Program: Journalism Education Department
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To Box

A major federal report on research universities is likely to raise new questions about the productivity of professors in the classroom.

Critics have called on professors to spend more time teaching, as opposed to conducting research or engaging in other activities.

The President's Council of Advisors on Science and Technology, which is preparing the forthcoming report, discussed those concerns at its meeting last month. But it also approached the issue from a more corporate perspective. Why, council members asked, isn't the process of teaching becoming more productive itself, given the increases in productivity in so many business enterprises?

Some members suggested that a lack of growth in teaching productivity had driven up the relative price of tuition, compared with the prices charged by suppliers of other goods and services, who have become more productive.

The group did not discuss how productivity in the classroom should be measured. But some members did express concern that teaching was being conducted largely as it had been in the past, despite the pace of innovations in many other arenas.

Lees College officials aren't wild about the kind of publicity the battered two-year college has been getting lately. But they're hoping to change that.

Last month the college hired a public-relations firm and held a press conference at which it distributed glossy information packets that contained, among other things, a preliminary report from the regional accrediting association.

Bitter feuding between the 24-member faculty and the president and trustees over issues of academic freedom and governance has drawn widespread attention to the Presbyterian-affiliated college.

Last month, Lee's president, William B. Bradshaw, resigned under pressure. At the press conference, the college announced that Charles M. Derrickson, a dean at Morehead State University and a Lees alumnus, would take over as interim president August 1.

Despite the college's release of the accrediting report, officials at the Southern Association of Colleges and Schools have decided—"in light of the many administrative, faculty, and curricular changes"—to send another investigating team to Lees this fall. About half the faculty members have left or been dismissed this year.

Some professors were dumbfounded by the findings of the first accrediting team and complained that it ignored academic-freedom violations. The report said that in the "collective mind of many disident faculty, the concept of academic freedom has been enlarged well beyond its meaning in the [accrediting] criteria."

Meanwhile, a group of ministers has asked the Presbyterian church hierarchy to investigate Lees.

Personal & Professional

TIAA Predicts That Interest Rates for Retirement Fund Will Remain Stable

Detailed report issued on investment performance

By DENISE K. MAGNER

NEW YORK

In a move designed to increase the confidence of its policy holders, the Teachers Insurance and Annuity Association has given participants a more detailed look than usual at its investment performance in 1991. TIAA officials also said interest rates on retirement savings are likely to remain stable in 1992 after a long downward spiral.

Pension savings in TIAA earn interest at different rates, depending on when the money was put into the fund. The rates, which are set quarterly by the company's Board of Trustees, have dropped in recent years. In March, citing declining interest rates nationally and the weak real-estate market, TIAA once again lowered the rates (*The Chronicle*, May 13).

No Mid-Year Changes

In 1991 TIAA, a fixed-income fund, had \$56-billion in assets, which were invested in a mix of real estate, mortgages, and bonds. TIAA and its companion company, the College Retirement Equities Fund, are higher education's largest pension system, with current assets of \$107-billion. CREP's assets are invested in common stocks and other securities.

In a sign that interest rates may be stabilizing, the TIAA trustees last month decided to make no mid-year changes. Money put into TIAA this year will continue to earn interest at 7.5 per cent—the rate that went into effect in March. Interest rates for ne-



Thomas W. Jones of TIAA: "We do not expect any further impact on our participants from the conditions of the mortgage and real-estate market."

cumulations put into TIAA in previous years will also remain the same.

"We do not expect any further impact on our participants from the conditions of the mortgage and real-estate market," said Thomas W. Jones, executive vice-president of finance and planning, in an interview at the giant pension system's offices here.

Critics Question Practices

Critics in higher education, concerned about the falling rates, have been questioning TIAA's investment practices. Pointing to its significant investments in mortgages and real estate, the critics have called on the company to provide more information about the quality of its investments and how the slump in the real-estate market will affect TIAA and its policy holders.

TIAA's new report about its investment performance last year was issued as a supplement to TIAA-CREP's 1991 annual report. Each year, TIAA-CREP issues an annual report covering the two companies. TIAA provides a supplement—to those participants who request it—describing its investments.

The 1991 supplement contains more detailed information than previous reports. While the 1990 supplement was a gray document with six pages of explanation, the 1991 version is printed on glossy paper and contains 20 pages of explanation complete with color pictures and graphics.

Some TIAA participants, however, said the 1991 report still fell short of providing significant new details. "At least as far as I was able to compare, I didn't find substan-

tial new information in the supplement," said Ernst Benjamin, general secretary of the American Association of University Professors. He has been among those critics raising concerns about TIAA's investments. "What it does not have is the specifics about its real-estate investments."

In an article published this year in *Academe*, the magazine of the AAUP, Richard T. Gurrigan, a professor of finance at DePaul University, called for more disclosure in the TIAA investment supplement. He said, for example, that the TIAA report should list and describe any mortgages or bonds that are in default. The 1991 supplement does not list the fund's mortgage and real-estate assets but does list its securities.

"Questions about future earnings at life insurance companies with substantial investments in commercial mortgages and real estate are especially pertinent now," Mr. Gurrigan wrote in *Academe*.

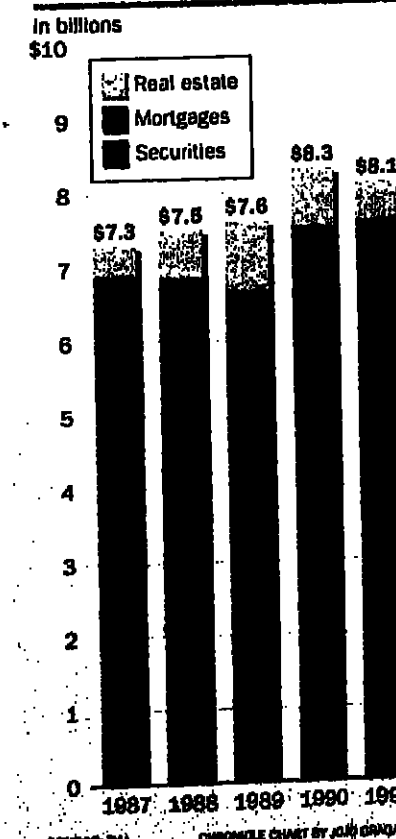
1.3% of Assets in Government Bonds

Louis R. Morrell, vice-president and treasurer at Rollins College and a long-time observer of TIAA, said many policy holders did not understand the nature of TIAA's investments and did not realize some risk was involved. "A lot of people thought the TIAA money was in government bonds," he said. In fact, according to the 1991 investment supplement, only 1.3 per cent of TIAA's total invested assets in 1991 were in government bonds.

The report shows TIAA had \$54.5-billion in invested assets at the end of 1991, with

Continued on Following Page

TIAA Annual Investment Purchases



TIAA Foresees Stable Interest Rates for Retirement Fund

Continued From Preceding Page
50.1 per cent in securities, 38.4 per cent in mortgages, 10 per cent in real-estate holdings and 1.5 per cent in other assets.

A review of the 1991 TIAA investment supplement shows the following trends:

■ The downturn in the real-estate market prompted TIAA to reduce dramatically the amount of new real-estate investments in 1991, in favor of securities. The company made about \$8-billion

worth of new investments in 1991. Nearly 79 per cent of them were in securities; only 21 per cent were in real estate and mortgages. In 1990, by comparison, nearly 42 per cent of the company's new investments were in real estate and mortgages, and 58 per cent were in securities. Mr. Jones said he expected TIAA's new investments this year to follow the same pattern as in 1991.

"We still have an appetite for good mortgage and real-estate investments," he said. But he added,

"As long as the volume of new commercial construction is low, then probably our percentage of assets devoted to new investments in mortgage and real estate" will be lower than in the past.

■ TIAA's real-estate investments totaled \$5.4-billion in 1991. Foreclosures—or properties acquired by TIAA because the original owner defaulted—accounted for 11 per cent of the \$5.4-billion and earned a rate of return of 0.9 per cent in 1991. About 39 per cent of the properties in the portfolio were classified as "unseasoned," meaning they were still in the process of getting tenants. Those properties earned a rate of return of 1 per cent last year. The final 50 per cent of TIAA's real-estate portfolio were "seasoned" properties, which returned 9.8 per cent in 1991.

Two years earlier, by comparison, only 7 per cent of TIAA's real-estate portfolio was acquired through foreclosures, and 60 per cent was made up of seasoned properties.

■ In 1991, TIAA had \$20.9-billion invested in mortgages. Almost 95 per cent were in good standing; however, 5.4 per cent were classified as "below investment grade," meaning the owners had been delinquent in payment for more than 90 days or were in the process of foreclosure. A year ago, in 1990,

only 2.6 per cent of TIAA's mortgage holdings were below investment grade.

■ Nearly 45 per cent of TIAA's mortgage holdings involved office buildings and almost 29 per cent, shopping centers. Because the market for office buildings "remains severely overbuilt nationwide," the investment report says, TIAA's most recent investments in mortgages and real estate have involved shopping centers and steered away from office buildings.

■ Over all, the net rate of return

"If you're an investor who is investing at the peak and selling at the trough, you've got a problem. That's not our situation."

on TIAA's investment portfolio in 1991 was 9.36 per cent, down from the previous four years (9.76 per cent in 1990 and more than 10 per cent from 1987 to 1989). However, TIAA officials say the 1991 return was still above the average return in the insurance industry—9.06 per cent. Historically, TIAA's rate of return has been about 3 per cent higher than general interest rates, Mr. Jones said.

TIAA has invested more heavily

Personal & Professional

in mortgages and real estate and other insurance companies, Jones said, because "we were using a different investment strategy than most other insurance companies."

Avoiding 'Insidious Threats'
"We're in the business of managing retirement assets," he said. "One of the most insidious threats to people's potential retirement is the threat of inflation. Historically the asset class that performed best vis-à-vis inflation is real estate."

For 1992, Mr. Jones said, officials expect the company's rate of return on its investments in the percentages of foreclosures and below-investment-grade investments in its portfolio to remain at about the same level as in 1991.

"If you're an investor who is investing at the peak and selling at the trough, you've got a problem. That's not our situation," Jones said.

He added: "There's just no way for us to sell assets in an extremely weak market like this. We can ride out the downturn in the real-estate cycle. The results of a flawed decision, he said, are there to be seen again."

Policy holders can obtain a copy of the report, at no charge, by writing TIAA-CREF publications at 842-2733, ext. 5509.

Information Technology

TEACHING WITH TECHNOLOGY

- Documentary videotapes examine the 'Challenger' disaster
- Genetics students will 'design' and 'mate' files on computers
- 3-D graphics program teaches sophomores about molecules
- Digitized gallery is created for the study of art movements

A professor at the State University of New York at Binghamton has made a set of documentary videotapes of the "Challenger" space-shuttle disaster to use in a course on organizational decision making.

For 1992, Mr. Jones said, officials expect the company's rate of return on its investments in the percentages of foreclosures and below-investment-grade investments in its portfolio to remain at about the same level as in 1991.

"If you're an investor who is investing at the peak and selling at the trough, you've got a problem. That's not our situation," Jones said.

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experiment, says Robert Deshar, an assistant professor of biology who designed the program. "FlyLab" provides tremendous flexibility," he says. "Students see mutations, such as curly wings or wingless, and they can actually see what the fly looks like."

Students design their parent flies in the program's "construct a fly" window, selecting from numerous possible mutations. Then they drag two flies into the "mating" window and click the "mate" button. Another window appears, showing the offspring.

Any two flies can be mated to produce more offspring, which then can be mated to produce subsequent generations.

Students study the offspring to determine which traits are inherited and in what proportions.

For more information, contact Mr. Deshar, Department of Biology, California State University, 5151 State University Drive, Los Angeles 90032; (213) 343-2056; BINGHAMTON@CALSTATE-EDU. —KATHERINE S. MANGAN

Sophomores enrolled in introductory organic chemistry at Duke University are learning about molecules with a three-dimensional graphics program previously reserved for graduate students.

Ned A. Porter, a professor of chemistry, says he introduced the computer simulation—called "Chem 3D+."—last semester because it "had a lot of meaning" at the graduate level. "It helps students visualize molecules and get insight into their structure," he says. "One of the major problems students have is thinking in 3-D."

With the program, which runs on Apple Macintosh computers, students watch simulated molecules change their shapes and behaviors, depending on energy and distance among atoms.

The simulation shows how molecules absorb and emit energy. When the simulation is completed, the computer displays a color graphic of the new arrangement.

"It's like holding a model in your hand," Mr. Porter says. "You can turn the picture over and see it from different angles."

Mr. Porter says his students were enthusiastic about the program. "A couple of students who had not done well in organic chemistry before and who were taking it for a second time told me how helpful it was to visualize the molecules," he says.

Students also like the program because they can replay the class-

room demonstrations on computers in the library.

For more information, contact Mr. Porter, Department of Chemistry, Duke University, Durham, N.C. 27706; (919) 660-1550. —B.T.W.

A faculty member at Western Michigan University is creating a computer art gallery for students studying Abstract Expressionism, Impressionism, and other art movements.

For the last six months, L. John Link, a professor of art, has been digitizing the color slides he shows in his class and making them available on a Next machine for art-history students to examine after class. Using a scanner, he has completed about 150 slides and has incorporated them with text into the computer.

"The question I always get from art-history students is, 'Why can't I get a chance to look at slides outside of class?'" Mr. Link says. "We can't lend out those slides because they are needed by other instructors and, in most cases, we only have one copy of each slide. This seemed like a logical solution."

When it comes to color reproduction, the images on the computer screen are better than the slides shown in the classroom, Mr. Link says. In classes, students have to have enough light to take notes, and that is usually too much light to see the true colors, he adds.

Mr. Link says he hopes to digitize about 2,000 more of the art department's 100,000 color slides.

For more information, contact Mr. Link, Department of Art, Western Michigan University, Kalamazoo, Mich. 49008; (616) 387-2453. —B.T.W.

Briefly Noted

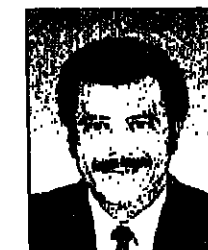
■ Rensselaer Polytechnic Institute is experimenting with a multimedia laboratory course to teach engineering students about "embedded controls." The microprocessors built into everything from automobiles to microwave ovens. The lab course, which offers video demonstrations and interactive exercises, will be required of all engineering majors by 1993-94.

■ In a study at the University of Illinois at Urbana-Champaign, chemistry students who completed their "wet" lab experiments with videodisk simulations did better on quizzes than students who completed the same experiments in the real lab.

Advertisement

The Learning Society: Uncommon Sense: A Conversation with Diane Ravitch (Part I)

By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.



"Everybody gets so much information all day long that they lose their common sense," lamented Gertrude Stein in her *Reflections on the Atomic Bomb*. That comment was made well before computers and telecommunications brought about the information explosion.

Today, more than ever, there's nothing common about common sense. Many of the education policymakers I've known over the last 20 years have been articulate; some have been inspiring; a few have been visionary. But no one has been as reliably sensible as Diane Ravitch.

As I write, I'm tempted to delete "sensible" and consult my on-line thesaurus for another word. After all, "sensible" describes a sturdy pair of shoes—the kind your parents make you buy when you want the snazzy ones in the window.

But it's the word I'm after, because it means, in part, "capable of receiving impressions from external objects." That's Diane. She constantly refers to her own experience of the world to guide her as she makes sense of the barrage of information that comes at us every day.

I recently asked for her thoughts about computers and testing, and instead of throwing facts and figures at me, she told me how it felt to take the written test that was required for a new driver's license when she moved to Washington, D.C.

"It was a computer test with 20 questions," she told me. "You had to get 15 answers right to get your license. So there was a real incentive to do well on the test, and I did. But I didn't feel the way I do when I want to please someone. There's no machine that can inspire in you the feeling you get when you please somebody who has high standards and who says to you, 'This is the best work you've ever done.'"

I first met Diane Ravitch in 1973. I had just become deputy chancellor of the New York City Public Schools. I wanted advice from educators, and one of the first people I turned to was Larry Cremen of Columbia Teachers College. He introduced me to his former student, Diane Ravitch, a fine scholar and writer. And because I shared her belief that linking research to practice is the ultimate expression of scholarly commitment, I found her to be a soulmate.

She is also a friend, and there is great warmth between us and our families. Of course, we haven't always agreed. I've often clipped a Ravitch article, put exclamation points in the margins, and sent it to everyone I know. I've never found her work dull or uninformative.

As her new driver's license attests, Diane is now in Washington, D.C., where she is assistant secretary of Education and heads the Office of Educational Research and Improvement. I spoke with her in mid-April and I thought I'd give you a chance to eavesdrop on our conversation. BG: I'd like to hear about the approach your office is taking to educational technology.

DR: I see the role of the federal government as extending the use of technology, trying to help schools do more. The schools have been bypassed almost completely by the technological revolution; to the extent that schools have computers and other forms of technology, the technology tends not to be as fully utilized as it ought to be.

BG: What's getting in the way? Lack of funding?

DR: It's not financial. Schools are run, in many cases, by a vast bureaucracy that is not entrepreneurial or progressive. That's why technology is used so much more effectively in the private sector. This is not to say that technology hasn't entered the schools at all. It's entered in bits and pieces.

I've spent a lot of time traveling around the country, as I know you have. Wherever I go, I see pioneers who are doing exciting things with distance learning and with interactive hypermedia, but it has not really permeated into every classroom.

And so we want to encourage people who are using technology in very creative ways. Take distance learning, for example. Distance learning is not about education—it's education. And I have seen distance learning systems in different parts of the country that are very exciting.

I saw a system the other day in Alabama in which thousands of seventh graders are learning about the "doing" of science—not just talking about science, not just learning vocabulary, but doing experiments and all sorts of really exciting stuff for kids that involves them in problem solving.

BG: Do you see a way to make school decision-makers more entrepreneurial in their approach to technology?

DR: Like everything else, it will be a matter of building a better mousetrap. I think it's going to happen, because as better applications develop, people will see them and will recognize that what they're currently doing is limited. And I think that with the increasing reach of television and other means of communicating, change will not take as long as it has in the past.

There's more—I'll print the rest of our conversation in my next column.

The National Center for Improving Science Education

REQUEST FOR INFORMATION

The Center, a national leader in science education reform, is currently profiling higher-education institutions for its national study of preservice science education of elementary school teachers. The study will culminate in the publication of a comprehensive technical report that will synthesize best practice and present models and recommendations to policymakers and practitioners nationwide. If your institution has been engaged in or is planning a reform of its science curriculum for preservice elementary school teachers, we would like to hear about it so that we can profile it in our report.

We are particularly interested in receiving input on:

- effective long-standing science programs,
- new courses or programs in science content and/or methods (including clinical experiences),
- collaborations between Science and Education faculty in the design and/or teaching of preservice courses or programs,
- collaborations between universities and elementary schools to improve the science preparation of elementary school teachers, and
- applications of technology in preservice teacher education in science.

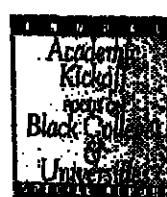
To let us know of your interest in contributing to our study, please contact us by phone, FAX, mail, or e-mail as soon as possible but no later than Monday, August 3, 1992. Once we hear from you, we will follow up by arranging an opportunity to discuss your course(s) and/or program in greater detail.

Contacts:

Dr. Arie Michelsolun
The National Center for Improving Science Education
2000 L Street, N.W., Suite 603
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NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

The Art of Learning: A Self-Help Manual for Students, by Katherine M. Ramsland (State University of New York Press, State University Plaza, Albany, N.Y. 12242; 236 pages; \$29.50 hardcover, \$9.95 paperback, plus \$3 for shipping).

A Century of Service: Land-Grant Colleges and Universities, 1890-1990, edited by Ralph D. Christy and Lionel Williamson (Transaction Publishers, Box C39, Rutgers—the State University of New Jersey, New Brunswick, N.J. 08903; 165 pages; \$27.95, plus \$3 for shipping). Traces the history of institutions created by the Second Morrill Act of 1890, which allocated public support for black land-grant colleges and universities.

The Complete Law School Companion: How to Beat at America's Most Demanding Post-Graduate Curriculum, second edition, by Jeff Deaver (John Wiley & Sons, One Wiley Drive, Somerset, N.J. 08875; 229 pages; \$12.95). Revised and updated edition of a 1984 book.

Dance in Higher Education, Focus on Dance II, edited by Wendy Oliver (National Dance Association/American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, Va. 22091; 123 pages; \$24.15, plus \$2.50 for shipping). Considers such topics as teaching choreography; tenure and promotion for dance faculty members; dance in the liberal-arts college; and incorporating African-American dance into the curriculum.

Directory of Grants in the Humanities, 1992-93 (Oryx Press, 4041 North Central at Indian School Road, Phoenix 85012; 696 pages; \$94.50 paperback). Includes information on 3,800 programs.

Directory of M.A. Programs in the Visual Arts (College Art Association, 275 Seventh Avenue, New York 10001; 152 pages; \$10 for CPA members, \$12.50 for non-members, plus \$2 for shipping). A guide to degree-

granting programs in painting, sculpture, film, graphic design, and other arts at 180 institutions; also available is *Directory of M.A. and Ph.D. Programs in Art and Art History* (151 pages; \$10 for CPA members, \$12.50 for non-members), which contains information on 170 institutions.

The Evolving Educational Mission of the Library, edited by Hetty Baker and Mary Ellen Litinger (Bibliographic Instruction Section/Association of College and Research Libraries, 50 East Huron Street, Chicago 60611; 178 pages; \$19.95 prepaid for non-members, \$29.95 prepaid for members). Topics include the role of academic libraries in curricular reform and bibliographic instruction and the "changing user."

Horses of a Different Stripe: A History of the Columbia University School of Nursing, 1890-1989, by Gary Goldberg (Columbia University School of Nursing, 630 West 168th Street, New York 10032; 278 pages; \$27 prepaid).

Pedagogy in Politics: Literary Theory and Critical Teaching, edited by Maria-Régina Kechi (University of Illinois Press, 54 East Gregory Drive, Champaign, Ill. 61820; 253 pages; \$34.95 hardcover, \$15.95 paperback, plus \$2 for shipping). A collection of essays on such topics as the development of "emancipatory" teaching principles, and the value of teaching theory as an activity rather than as a body of knowledge.

Planning Ethically Responsible Research: A Guide for Students and Internal Review Boards, by Joan E. Sieber (Sage Publications, 2455 Teller Road, Newbury Park, Cal. 91320; 163 pages; \$29.95 hardcover, \$14.95 paperback, plus \$1.50 for shipping). A handbook for social scientists, their students, and research ethics committees.

Quality Assurance in Higher Education: Proceedings of an International Conference, edited by Alma Craft (Palmer Press, Taylor & Francis Group, 1900 Frost Road, Suite 101, Bristol, Pa. 19007; 250 pages; \$66 prepaid). A collection of papers from a July 1991 meeting sponsored by the Hong Kong Council for Academic Accreditation.

Religious Studies in Ontario: A State-of-the-Art Review, by Harold Remus, William Closson James, and Daniel Fraikin (Wilfrid Laurier University Press, distributed by Humanities Press International, 165 First Avenue, Atlantic Highlands, N.J. 07716; 422 pages; \$29.95, plus \$3 for shipping). A description and analysis of the academic study of religion in the Canadian province; includes separate chapters on such topics as faculty teaching, faculty research, library resources, undergraduate curriculum, graduate education, and Bible colleges.

Shifting Boundaries: Contextual Approaches to the Structure of Theological Education, edited by Barbara D. Wheeler and Edward Farley (Westminster/John Knox Press, 100 Wilderness Street, Suite 1620, Louisville, Ky. 40402; 328 pages; \$19.95). Contains essays on such topics as approaches in theological education and the relationship between theological and religious studies.

State Higher Education Appropriations, 1984-85, by Edward R. Hines and Owen Pryne (State Higher Education Executive Officer, 707 17th Street, Suite 2700, Denver 80202; 300 pages; \$12 prepaid). A statistical report on tax appropriations for public higher education in all 50 states.

Teaching for Diversity (New Directions for Teaching and Learning No. 49), edited by Laura L. B. Borden and Nancy Van Note Chism (Jossey-Bass Publishers, 350 Sanson Street, San Francisco 94104; 120 pages; \$14.95 prepaid). Contains essays on such topics as the learning styles of diverse student populations, insuring equitable participation of all students in a classroom, and eight universities' programs and teaching assistants meet the changing student population.

Writing and Publishing for Academic Authors, edited by Joseph M. Moxley (University Press of America, 4720 Boston Way, Lanham, Md. 20706; 342 pages; \$48.50 hardcover, \$24.50 paperback). Topics include publishing research, writing reviews, editing conference proceedings, and writing textbook proposals.

Each videotape is divided into eight-minute segments. The first tape examines developments in the space program, going back to 1973; the second chronicles the shuttle's final hours; and the third shows how two "whistle blowers" were treated when they revealed the truth behind the disaster.

"I used the tapes as a capstone experience at the end of the decision-making course last spring," Mr. Maier says. "After the students watched segments of the Challenger case, they had to analyze the disaster in a final paper and explain what made it happen, based on what they had studied in the course."

The Research Foundation of the State University of New York plans to make the videotapes available.

For more information, contact Mr. Maier, School of Education and Human Development, State University of New York, Box 6000, Binghamton, N.Y. 13901-6000; (607) 777-6723.

—BEVERLY T. WATKINS

Beginning next fall, genetics students at California State University at Los Angeles will be able to "design" and "mate" files on their computers with a new simulation program called "FlyLab." The program, which runs on Next machines, will let students see how genetic qualities are passed from parent to offspring.

"FlyLab" allows students to experiment with more variations than they could in a normal laboratory

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Chemistry. "Use Chem Tutorials," for Apple Macintosh. Requires "HyperCard." Thirteen tutorials help students learn the major concepts and computational skills required in introductory chemistry courses; includes the mole concept, chemical stoichiometry I and II, the gaseous state, kinetic theory, atomic structure I and II, periodic table, chemical equilibrium, chemical kinetics, acids and bases I and II, and oxidation-reduction; public-domain software; \$8 each for administrative cost. Contact: Churton Software Group, 3659 India Street, San Diego, Cal. 92103; (800) 800-4540 or (619) 298-0202.

Communications. "osu KartBridge," for IBM PC and compatibles. Provides security for computers on networks by containing traffic within a defined local area, such as a computer laboratory, room, or building; filters messages by examining information in each data packet to determine its destination; free on-line. Send anonymous FTP file-transfer protocol to NISCA.ACS.ORTHO-STATE-EDU or contact Doug Karl, Academic Computing Services, Ohio State University, 1971 Neil Avenue, Columbus, Ohio 43210; (614) 292-4843.

Engineering. "Professional Transmission Planner," for IBM PC and compatibles. Lets users plot engineering charts, path profiles, and multi-hop routes; modules include map, terrain, route, intermodulation products, interference, and path-performance analysis; \$395; quantity discounts and site licenses available. Contact: HSA Communications, 1171 Border Lane, Moscow, Idaho 83843; (208) 882-9254.

Engineering. "DEMAID," for DEC VAX. "Design Manager's Aide for Intelligent Decomposition" lets users automate the step sequences in the analysis of subsystems and identify a possible multi-level structure for synthesis; displays data in an N x N matrix format and replaces matrix manipulations with a knowledge base for flexibility; \$1,000 for program; \$18 for documentation; ask about educational discount. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602; (404) 542-3265.

Foundation data bases. "Source of Foundations," for Apple Macintosh and IBM PC and compatibles. Contains names, address, telephone numbers, financial information, programs, and other information for 11,000 foundations; \$349. Contact: Orea Knowledge Systems, Box 280, San Anselmo, Cal. 94979; (415) 461-4912.

Foundation data bases. "Sources of Directors, Officers, Trustees," for Apple Macintosh and IBM PC and compatibles. Contains names of 50,000 directors, officers, and trustees of 11,000 foundations; \$429. Contact: Orea Knowledge Systems, Box 280, San Anselmo, Cal. 94979; (415) 461-4912.

Mathematics. "Function Probe," for Apple Macintosh. Lets students explore mathematical functions with three integrated tools: a calculator, a table maker, and a grapher; displays tools in linked windows so students can send information from one window to another; \$79; quantity discounts available. Contact: Intellimation, Department QAPD, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "Function Finder," for Apple Macintosh. Pre-calculus tutorial helps students understand the concept of linear relationships and develop ways to coordinate multiple representations of mathematical relationships; \$79; quantity discounts available. Contact: Intellimation, Department QAPD, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "Bay Driver," for Apple Macintosh. Requires "HyperCard." Introduces students to elementary propositional and predicate logic through symbolization, semantics, and derivation; \$42; quantity discounts available. Contact: Intellimation, Department QAPD, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Medicine. "Ance! The Arterial Blood Gas Learning Program, Version 4.2," for IBM PC and compatibles. Interactive program provides basic information on arterial blood gases; lets students develop, refine, and test their skills with ABO vocabulary and data; \$105 for members; \$150 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.

Medicine. "Histology VideoIndex," for Apple Macintosh. Requires videodisk player and "HyperCard." Software provides access to 7,000 images of cells, tissues, and organs contained on the "Histology: A Photographic Atlas" videodisk; topics include cytology, epithelia, connective tissue, muscle, nervous tissue, and the cardiovascular, lymphatic, respiratory, urinary, endocrine, digestive, and reproductive systems; \$210; quantity discounts available. Contact: Keyboard Publishing Inc., 482 Norristown Road, Suite 111, Blue Bell, Pa. 19422; (215) 832-0945.

Metallurgy. "PATACOMP," for IBM PC and compatibles. Lets users screen any hypothetical or developmental alloy for either sigma-phase formation or the propensity for such formation; \$100 for program; \$11 for documentation; ask about educational discount. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602; (404) 542-3265.

Statistics. "Student Edition of Mini-tab, Version 8," for Apple Macintosh and IBM PC and compatibles. Lets students in introductory statistics courses describe, analyze, and display data; includes a student manual with case studies and tutorials; \$45. Contact: Addison-Wesley Publishing Company, One Jacob Way, Reading, Mass. 01867; (617) 944-3700.

Statistics. "Spreadsheet Echo," for IBM PC and compatibles. Requires internal speaker or headphones. Proof reader for "Lotus 1-2-3" spreadsheet program reads back numbers in cells in male or female voice; lets users listen to numbers by row or by column, pause between cells, and determine the speed and volume they want; reads in English, French, German, Italian, Japanese, and Spanish; \$69. Contact: Temair Software Corporation, One Richmond Square, Providence, R.I. 02906; (800) 933-8980 or (401) 454-4565.

Utilities. "Quest, Version 4.0," for IBM PC and compatibles. Lets users develop interactive multimedia presentations that include animation, audio and video, graphics, images, and text; includes a graphics library of borders, icons, menus, and prompts; \$3,995. Contact: Allen Communications Inc., 5225 Wiley Post Way, Sisk Lake City 84116; (801) 537-7800.

Utilities. "Registertool," for Sun systems. Lets users register images for further processing, determining rotation, translation, and scaling from reference images; \$1,250 for program; \$12 for documentation; ask about educational discount. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602; (404) 542-3265.

Utilities. "Questionnaire Developer," for Apple Macintosh. Lets instructors create tests with as many as 50 items and administer them by computer; \$39; quantity discounts available. Contact: Intellimation, Department QAPD, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

OPTICAL DISKS

Astronomy. "Amazing Universe," for CD-ROM players used with Apple Macintosh and IBM PC and compatibles. Contains 100 images of planets, moons, galaxies, nebulae, quasars, black-hole candidates, and more, taken from satellites, spacecraft, and observatories; \$79.95. Contact: Hopkins Technology, 421 Hazel Lane, Hopkins, Minn. 55343-7117; (612) 931-9377.

Medicine. "Developmental and Genetic Aspects of Clefting Disorders: A Clinical Approach," for videodisk players used with IBM PC and compatibles. Helps students understand the biological basis for facial clefting disorders and improve their clinical and diagnostic skills; includes sections on embryology of the face, epidemiology and etiology of orofacial clefts, examination of normal orofacial structure, examination of patients with orofacial clefts, and genetic evaluation and counseling; \$910 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.

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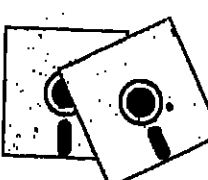
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Ways & Means

The Justice Department wrapped up its case last week in the antitrust trial of the Massachusetts Institute of Technology.

MIT is charged with violating antitrust laws by participating in the Overlap Group—23 private colleges that met annually to compare the aid packages offered to students admitted to more than one member institution.

The Justice Department called a series of witnesses to explain the student-aid system and introduced into evidence documents obtained from Overlap Group members that indicate that students may have ended up with smaller aid packages because of the group's activities. MIT started its defense with the claim that has been the centerpiece of its response to the investigation all along: Overlap benefited students.

Former MIT President Paul F. Gray testified that Overlap participation allowed the colleges to maintain a policy of awarding aid based only on need. He said that the "integrity" of the student-aid process is lost once colleges make awards based on merit and that Overlap was essential to preserving a need-based aid system. The trial is expected to conclude this week.

Sen. Paul Simon has charged that wealthy executives of the Student Loan Marketing Association opposed direct-loan proposals during Congress's debate on higher-education legislation because of personal financial interests.

Mr. Simon, an Illinois Democrat and a proponent of making federal loans directly to students, said in a speech on the Senate floor that company officials were afraid the proposals would affect their salaries of \$1-million or more.

The federally chartered association, known as Sallie Mae, is a \$1.5-billion company that makes money buying student loans from banks.

Senator Simon said that Sallie Mae's top five officials wanted to preserve the system of bank loans because they were protecting compensation packages that ranged from \$386,000 to \$1.3-million a year.

Mr. Simon also took aim at William J. Iltisfeldt, Northwestern University's vice-president for institutional relations and a member of Sallie Mae's board of directors. The Senator charged that Mr. Iltisfeldt had used his position to write a letter to other college officials, opposing direct loans.

"What do you get when you are on the board of directors?" Senator Simon asked. "You get \$36,500 plus a stock-purchase plan, plus a pension plan," he said.

Mr. Iltisfeldt says he opposed direct-loan proposals because he was concerned that they would increase the administrative burden and costs for colleges. He said he preferred not to comment on Mr. Simon's remarks.

Government & Politics

President and Congress Agree on Bill to Reauthorize Higher Education Act

Bush drops veto threat over direct-loan program; Pell Grant provision worries colleges

By THOMAS J. DELAUGHRY

WASHINGTON
Ending the threat of a Presidential veto, Congress and the Bush Administration agreed last week on a bill to reauthorize the Higher Education Act.

The Senate then passed the legislation unanimously. The House of Representatives is expected to approve the bill as early as this week.

The legislation would govern Pell Grants, student loans, aid to black colleges, and other higher-education programs for five years. The current law expires September 30.

College officials said they were glad to

avert a veto and to see lawmakers near the end of their 17 months of work on the bill. But some officials said they remained concerned about provisions in the bill that they said would end Pell Grants to many students.

Education Secretary Lamar Alexander issued a veto threat last month after a House-Senate conference committee approved a plan that would have ended federally guaranteed bank loans at 500 colleges and trade schools in favor of direct federal loans to students. The Secretary argued that the plan would add billions of dollars to the national debt.

The Administration dropped the threat

last week when the conference committee agreed to limit the direct-loan program to a pool of institutions where students have received a total of \$500-million in loans in a specified year. Congressional aides said the plan might include as many as 300 institutions.

'A Foot in the Door'

The final compromise was nearly identical to the plan the House approved in its reauthorization bill in March, which the Administration promised at that time to veto. Secretary Alexander said then that the plan was not a demonstration program, but "a foot in the door for a bad program."

Last week, Mr. Alexander was willing to accept the plan. In a written statement, he said he would recommend that President Bush sign the final bill. "After a lot of hard work, the conference has come up with a good bill that will continue to help millions of Americans pay their bills at the best system of colleges and universities in the world," the statement said.

Ella Fieck, the Secretary's spokeswoman, said he was pleased because the direct-loan project would be smaller than it would have been under the conference committee's plan for 500 institutions. "That was always the most important concern—that it be a demonstration with a cap," she said.

College lobbyists and other observers suggested that Bush Administration officials were willing to accept the plan because they were worried that a veto would have hurt Mr. Bush's efforts to portray

Continued on Page A25

Oregon Colleges Face Budget Cuts of 20% After Legislature Kills Tax Plan

By KIT LIVELY

Oregon's public colleges and universities glumly prepared to slash their budgets by 20 per cent over the 1993-95 biennium after the Legislature last week apparently killed a tax plan that would have averted most of the cuts.

Gov. Barbara Roberts, a Democrat, proposed the tax plan, which would have required voter approval. But the Republican-dominated House of Representatives voted it down, and unless it unexpectedly reverses itself, voters will not have a referendum on the proposal.

The package, which included a controversial new sales tax, was introduced to offset an expected \$1.1-billion revenue loss from a property tax cap. Governor Roberts said she would not propose a new tax package, but would work with lawmakers if they want to develop some form of relief.

"I'm sobered by events of the last two days," said Thomas A. Bartlett, chancellor of the State System of Higher Education. "I'm in my office today kind of psychologically regrouping, because I had geared myself up for a very different sum-

Continued on Page A26



Gov. Barbara Roberts: After rejection of her tax plan by Oregon lawmakers, she does not plan to propose another.

A New Era for Desegregation

High-Court Ruling Transforms Battles Over Desegregation at Colleges in 19 States

For the first time, the justices specify how states must show that they have removed vestiges of past segregation

By SCOTT JASCHIK

WASHINGTON
In ruling that Mississippi's public colleges are still illegally segregated, the Supreme Court has transformed judicial and political battles affecting higher education in 19 Southern and border states.

For the first time, the Court specified how states must demonstrate that they have removed the vestiges of past segregation. The standard set by the Court was much higher than that used by many lower courts and, many people say, by the Education Department.

Prying Open Closed Cases

Civil-rights leaders see the decision as a strong tool with which to pry open desegregation cases that have been closed in seven states. In other states, educators and civil-rights leaders say the decision could force predominantly white institutions to take more steps to attract black students and faculty members and to examine admissions requirements that may limit the enrollment of black students.

"This is going to be a whole new chapter for education in the states where a large number of black students go to college,"

said Gary A. Orfield, a professor of education and social policy at Harvard University.

It is unclear what effect the decision will have on public black colleges. Legal experts are divided over whether the language in the decision will prompt states to increase their financial support for those institutions or to move to close them.

More Than 'Good Faith'

The crux of the Supreme Court ruling was that states must do more than merely eliminate laws barring black students from predominantly white colleges and show "good faith" to desegregate. That standard was used by a federal district court and the U.S. Court of Appeals for the Fifth Circuit to rule earlier that Mississippi was desegregated.

The lower courts said the less-strict standard was appropriate in college segregation cases because students select which colleges they attend—unlike public-school students, who are assigned to schools.

In a decision written by Justice Byron R. White, the Supreme Court rejected that view.

"In a system based on choice, student



Alvin O. Chambers, Jr., who represented the civil-rights groups: "This decision is a great thing. It's the most important thing since Brown v. Board of Education."

attendance is determined not simply by admissions policies, but also by many other factors," Justice White wrote. "Thus, even after a state dismantles its segregative admissions policy, there may still be state action that is traceable to the state's prior de jure segregation and that continues to foster segregation."

All of the justices except Justice Antonin Scalia joined in the decision. (The complete texts of the majority opinion, two concurring opinions, and the dissenting opinion start on Page A19.)

Justice White's decision said a state must reform all policies that are vestiges of segregation "to the extent practicable and consistent with sound educational practices."

In the Mississippi case, the Court cited a number of policies that it said the lower courts should have forced the state either to justify or eliminate. It returned the case to federal district court to examine the issues in greater detail while developing a plan to desegregate the state's colleges.

Reliance on Test Scores Cited

The Court ruled that the state's admissions standards had been adopted with a discriminatory purpose and continued to hurt black students. The state relies on standardized test scores as the minimum criterion to gain admission to its public colleges, even though black students tend to receive lower scores than their white counterparts and the companies that distribute the tests advise against their being used as the sole criterion for admission.

The Court also ruled that Mississippi must justify or end the practice of having many duplicative academic programs at nearby historically black and predominantly white institutions. The decision said such duplication was "part and parcel" of the "separate but equal" philosophy that had led states to create black colleges rather

than admit black students to these white institutions.

In a portion of the decision that would be a landmark for black colleges, the Supreme Court also said the lower courts must examine whether Mississippi operates eight public four-year colleges as a way to perpetuate segregation. Three of those colleges are historically black. Noting that some of the institutions are near others the Court said: "Continuing to maintain eight universities in Mississippi is wasteful and irrational," and said that closer mergers might lead to more integration.

Now that the Supreme Court has annulled Mississippi, many experts on desegregation say that the Education Department should reopen desegregation cases that it closed in seven states and demand more action by seven other states for which the department is currently reviewing progress in desegregation.

The Court rejected a request from civil rights lawyers in Mississippi that the state be required to provide more funds to black colleges because those institutions educate many black students. The decision said: "If we understand private petitioners to press us to order the upgrading of a state with the standard set by the Supreme Court, and should demand that states do more to attract black students to predominantly white institutions and to improve programs at black colleges."

Mr. Orfield of Harvard, who has studied the Education Department's enforcement of anti-bias laws, said the Office for Civil Rights was much too easy on states, focusing on whether they met certain minimal goals instead of seeking full opportunity for black students. "OCR's clearing of states is not valid under the constitutional theory of the Supreme Court decision," he said.

If the civil-rights office does not take action, he added, black citizens throughout the Southern and border states should file class-action lawsuits against their public systems of higher education.

Michael L. Williams, Assistant Secretary of Education for civil rights, said last week that the department was reviewing the decision and would apply it to the states that it was monitoring. He said it

could lead to "the elimination of predominantly black institutions."

He also predicted that the decision would bring about "a number of years of confusion-driven confusion and destabilization in the university systems of all the majority de jure states, that will benefit neither blacks nor whites, neither predominantly black institutions nor predominantly white ones."

Year Odyssey

Federal efforts to desegregate Mississippi's higher-education system date to 1969, when the Department of Education's predecessor, the Department of Health, Education, and Welfare, ordered Mississippi and other states to develop college desegregation plans. Mississippi never filed an acceptable plan, and so the case was sent to the Justice Department for enforcement.

In 1975, a group of black citizens sued the state in federal court, demanding a more equitable higher-education system. The Justice Department then joined the case. Since then, the case made its way from federal district court to the Supreme Court.

The case has been closely watched for its impact beyond Mississippi. A total of 19 states were eventually ordered by either the Department of Health, Education, and Welfare or federal courts to come up with desegregation plans. (See map on Page A18.) But agency officials and judges have never had a Supreme Court decision to rely on.

David S. Taitel, a Washington lawyer who headed HHS's Office for Civil Rights under President Carter, said: "This case is very important because OCR has always had a debate between those who thought race-neutral admissions were all that was required and those who wanted more. As long as that debate raged, it was difficult to complete the process."

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Criticism of Civil-Rights Office
James M. Byrd, a lawyer for the NAACP Legal Defense and Educational Fund, said said: "If we understand private petitioners to press us to order the upgrading of a state with the standard set by the Supreme Court, and should demand that states do more to attract black students to predominantly white institutions and to improve programs at black colleges."

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Government & Politics

AKIN TO BLASPHEMY

Loyalists on 2 Mississippi Campuses Reject Suggestion by Court That State Consider Merging the Institutions

By JOYE MERCER

MISSISSIPPI
In Mississippi's Delta, where tenant farmers still harvest much of the cotton and poverty is perennial, residents say they need more educational opportunities, not fewer.

So much of the talk at Delta State and Mississippi Valley State Universities is about the U.S. Supreme Court's ruling that Mississippi must desegregate its colleges, and what that means for the institutions.

"It could go two ways," said one Mississippi Valley student. "It could raise the level of funding for each, or it could close some doors."

In the justices' 8-to-1 opinion, they said that "continuing to maintain all eight universities in Mississippi is wasteful and irrational" and pointed out that Delta State, a predominantly white college in nearby Cleveland, is only 35 miles from historically black Mississippi Valley's campus. The justices said the state should consider whether some Mississippi colleges "can be practically closed or merged with other existing institutions."

As are many issues in Mississippi, the question of whether any campuses will be closed or merged is complicated by race, and by a reverence for tradition that is as omnipresent as the Confederate flag.

"We just can't get past the prejudice," said a Delta State senior, Jontia H. Mann.

Some Joint Programs

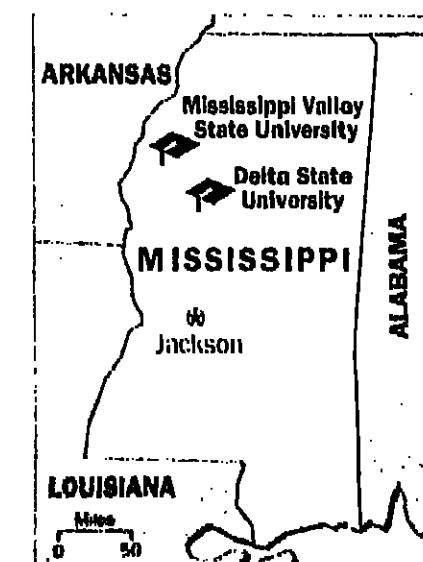
Delta State and Valley share the school colors of green and white. Both are regarded by the state as "regional" institutions. Recently they have offered joint programs in faculty development and other areas.

Now they share another commonality: the concern that their institutions could be victims of Mississippi's attempts to desegregate postsecondary education. Any solution that would merge the campuses, especially if it required closing one campus altogether,

is akin to blasphemy, said loyalists to each.

Valley was founded in 1950 to train black teachers, in an era when the law kept blacks out of white universities. Its enrollment, slightly more than 2,000, makes it the state's smallest historically black college—and therefore, many say, the most vulnerable.

Delta State, which was founded in 1925, is now Mississippi's most racially mixed public campus, where black students make up one-fourth of the 4,000-member student body. Some of its students and faculty members say it is the more vulnerable university, because



legislators would consider closing a black campus politically unwise—particularly in the mostly black Delta region.

Supporters of each college say both must remain open as separate entities. "Mississippi has more need for education than any state in the nation," said Roy C. Hudson, a graduate of Valley who is now its vice-president for administration. "To even consider eliminating an institution that is an asset just doesn't fly. It would defy logic."

Said Valley's President William W. Sutton: "To try to distribute our 2,000 students at Delta State would not save Mississippi our \$6.7-million budget."

Leaders. Gary S. Cox, executive director of the Kentucky Council on Higher Education, said his state had been making steady progress in desegregation and did not need more federal monitoring. "We certainly haven't achieved everything we set out to achieve, but we never had a system like the Mississippi system," he said.

Testing Seen as Vulnerable

Critics of standardized testing said they thought the decision made testing requirements in formerly segregated states vulnerable to legal challenges. Cynthia H. Schuman, executive director of the National Center for Fair and Open Testing, said the Supreme Court's criticism of the way Mississippi has used standardized tests was extremely significant.

"The Supreme Court noticed that supposedly neutral measures like test scores

Delta State is not able to handle 2,000 more students, nor would it want to. It's simple to say, 'We're not supporting all our institutions as we should, so let's shut one down.' But in the long run, that's not the goal."

'We're Full'

On the Delta State campus, administrators agree. "We think each public institution has a very unique mission that is being served well," said H. Wayne Blansett, dean of student affairs at Delta State. "We know there's been a great deal of talk about a merger, but there's a need for both colleges."

W. Frank McArthur, vice-president for academic affairs, agreed a merger would not be suitable. "We're full. Neither institution could absorb the population of the other, unless the intent of a merger would be to deny access to students."

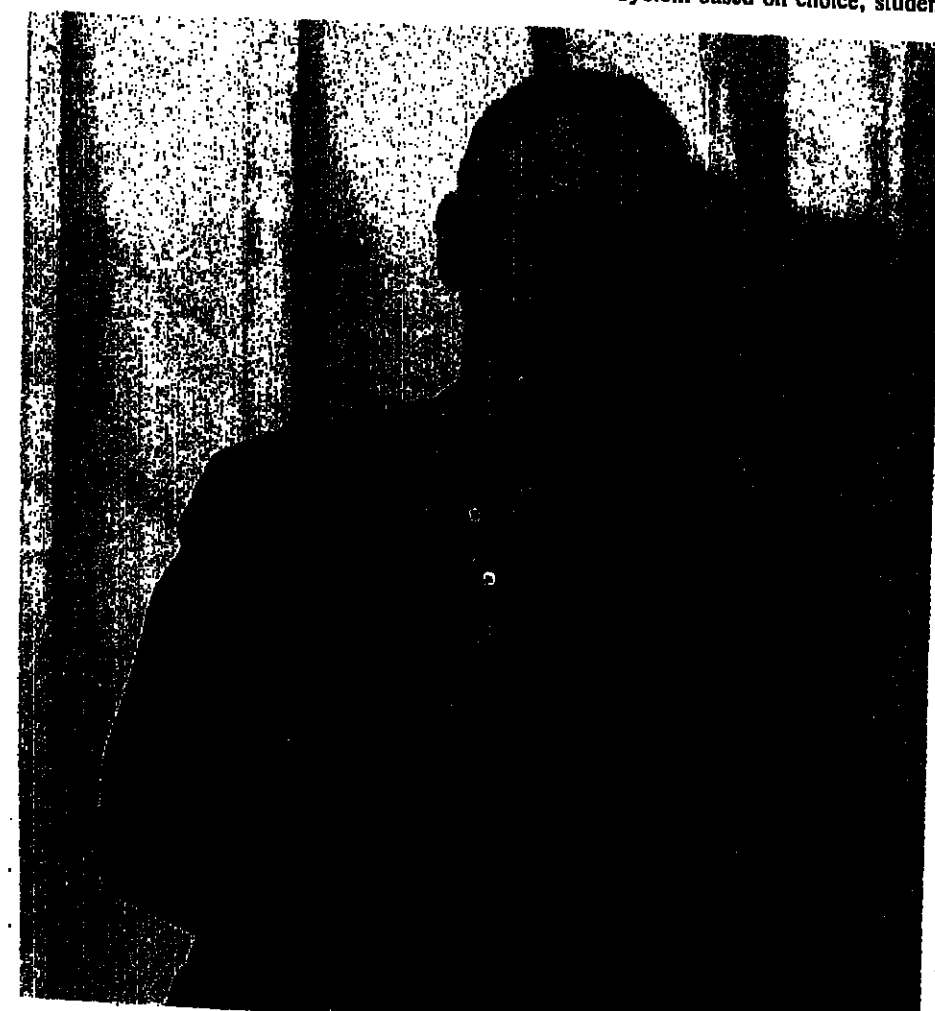
Andrew L. Coleman, a senior at Delta State, pointed out that Mississippi State University and Mississippi University for Women are also close to each other. Nevertheless, he said, "they're not in danger of being merged. The alumni would never allow them to be consolidated."

Arlo Henderson, Jr., a student who transferred from a predominantly white Missouri college to Valley, said: "A merger of the two would not recognize the advantages of historically black colleges. There's self-esteem built here. When you're one black kid in the midst of a room of white kids, you're lost in the crowd."

Valley's students, he said, are often the "elite of the ghetto," capable of doing college-level work but frequently overlooked by many predominantly white institutions. Valley's programs for students who have not been adequately prepared for college, coupled with the nurturing environment, offer students opportunities that they would not get elsewhere.

What is needed, Valley officials said, are improved academic offerings and unique programs that, over time, would

Continued on Following Page



Stephen C. Halpern of SUNY at Buffalo: "The overarching economic context is not going to be favorable. You can't enhance black colleges on the cheap."

PHIL MATT FOR THE CHRONICLE

A New Era for Desegregation

High-Court Ruling Transforms Battles Over Desegregation

Continued From Preceding Page

The lawyers who argued the case on behalf of civil-rights groups and the United States said the decision would help black colleges. Kenneth W. Starr, the U.S. Solicitor General, said: "There is no cause for concern, much less alarm on the part of historically black colleges. It is the policy of the United States and its enforcement agencies that historically black institutions have an important and positive role to play."

Alvin O. Chambliss, Jr., who represented the civil-rights groups, said black colleges would benefit because the Supreme Court had forced Mississippi to come to terms with its past discrimination. "Everything's on the table now," he said.

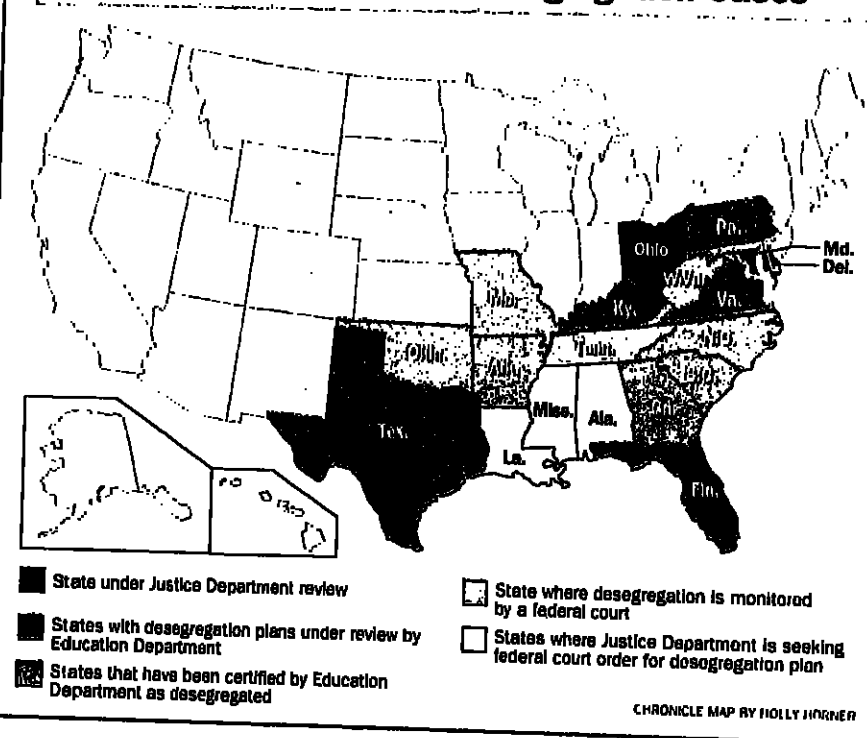
Benefits From Redistricting

Mr. Chambliss said that public black colleges throughout the South would benefit from political redistricting, which is expected to lead to the election of many more black legislators. The political clout, combined with the force of the Supreme Court ruling, he said, means that "the system will have to be serious about inclusion and not exclusion."

Added Mr. Chambliss: "This decision is a great thing. It's the most important thing since *Brown v. Board of Education*."

Edward B. Fort, president of North Car-

Status of Higher-Education Desegregation Cases



olina A&T University, said he, too, was pleased with the decision. He said that North Carolina had helped his institution add new academic offerings—including its first doctoral program—to improve the quality of education for black and white students alike.

Mr. Fort said he expected the decision to lead other states to follow North Carolina's example.

Others are much more pessimistic about what the future holds for black colleges. Mark D. Musick, president of the Southern Regional Education Board, said that even if states have the money and the will to

create new programs, it takes years to plan and start up new academic ventures.

He also said that public black colleges in rural areas would have difficulty attracting white students, regardless of what new programs are added. Noting the location of Mississippi Valley State University, Mr. Musick said: "When you look at Itta Bena, Miss., what programs can you put there that will attract white students?"

Frederick S. Humphries, president of Florida A&M University, said he was worried about the decision's language suggesting that Mississippi may have too many institutions. "When language like that is

used, I certainly think it increases the vulnerability of public black colleges," said.

Mr. Humphries added that too many politicians wrongly think that black colleges are an anachronism since predominantly white colleges today recruit black students. But those institutions, he said, tend to go after the top black students when "it's the masses of black students that we need to educate."

Threat to Black Colleges Seen

Stephen C. Halpern, who wrote the dissent in the case on behalf of the Congressional Black Caucus and the National Association for Equal Opportunity in Higher Education, said he feared many states would use the Supreme Court decision and economic times as excuses to close or merge black colleges.

Any mention of the value of black colleges "was conspicuously absent" in the decision, he said, and the Court used the financial difficulties that states face as an excuse to close or merge black colleges.

"The overarching economic context is not going to be favorable. You can't enhance black colleges on the cheap," Mr. Halpern, a professor of political science at the State University of New York at Buffalo, said.

Mr. Halpern said black colleges and their supporters must become much more politically astute. "They need to organize on a state-by-state basis to insure that the restructuring that now occurs, that institutions get a fair shake," he said. "It ultimately is a political contest, and I don't know if they have what it takes to come out well in a political environment that has historically been hostile to their interests."

I.

Mississippi launched its public university system in 1848 by establishing the University of Mississippi, an institution dedicated to the higher education exclusively of white persons. In succeeding decades, the state erected additional postsecondary, single-race educational facilities. Alcorn State University opened its doors in 1871 as an agricultural college for the education of Mississippi's black youth. *Ayers v. Allain*, 674 F. Supp. 1523, 1527 (D. Miss., 1987). Creation of four more exclusively white institutions followed: Mississippi State University (1880), Mississippi University for Women (1885), University of Southern Mississippi (1912), and Delta State University (1925). The state added two more solely black institutions in 1949 and 1950: in the former year, Jackson State University, which was charged with educating "black teachers for the black public schools," *id.*, at 1528; and in the latter year, Mississippi Valley State University, whose functions were to educate teachers primarily for rural and elementary schools and to provide vocational instruction to black students.

Despite this Court's decisions in *Brown v. Board of Education*, Mississippi's policy of de facto segregation continued. The first black student was not admitted to the University of Mississippi until 1962, and then only by a court order. See *Meredith v. Fair*, 306 F.2d 574 (CA-5, 1962), cert. denied, 371 U.S. 828, 63-1313 (U.S., 1962). For the next 12 years the segregated public-university system in the state remained largely intact.

Mississippi State University, Mississippi University for Women, University of Southern Mississippi, and Delta State Uni-

Text of Opinions in Supreme Court's Decision on Mississippi Desegregation

WASHINGTON

Following are the opinions in United States v. Kirk Fordice, Governor of Mississippi and Jake Ayers v. Kirk Fordice, Governor of Mississippi. Justice Byron R. White wrote the majority opinion, which was also signed by Chief Justice William H. Rehnquist and Justices Harry A. Blackmun, Anthony M. Kennedy, Sandra Day O'Connor, David H. Souter, John Paul Stevens, and Clarence Thomas. Justices O'Connor and Thomas also wrote concurring opinions. Justice Antonin Scalia wrote a dissenting opinion.

Justice White's Majority Opinion

In 1854, this Court held that the concept of "separate but equal" has no place in the field of public education. *Brown v. Board of Education* (Brown I), 347 U.S. 483, 495 (1954). The following year, the Court ordered an end to segregated public education "with all deliberate speed." *Brown v. Board of Education* (Brown II), 349 U.S. 284, 301 (1955). Since these decisions, the Court has had many occasions to evaluate whether a public school district has met its affirmative obligation to dismantle its prior de jure segregated system in elementary and secondary schools. In this case we decide what standards to apply in determining whether the State of Mississippi has met this obligation in the university context.

I.

versity each admitted at least one black student during these years, but the student composition of these institutions was still almost completely white. During this period, Jackson State and Mississippi Valley State were exclusively black; Alcorn State had admitted five white students by 1968.

In 1969, the United States Department of Health, Education and Welfare (H-E-W) initiated efforts to enforce Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d. H-E-W requested that the state devise a plan to disestablish the formerly de jure segregated university system. In June 1973, the Board of Trustees of State Institutions of Higher Learning submitted a plan of compliance, which expressed the aims of improving educational opportunities for all Mississippi citizens by setting numerical goals on the enrollment of other-race students at state universities, hiring other-race faculty members, and instituting remedial programs and special recruitment efforts to achieve those goals. App. 898-900.

H-E-W rejected this plan as failing to comply with Title VI because it did not go far enough in the areas of student recruitment and enrollment, faculty hiring, elimination of unnecessary program duplication, and institutional funding practices to ensure that "a student's choice of institution or campus, henceforth, will be based on other than racial criteria." *Id.*, at 905. The board reluctantly offered amendments, prefacing its reform pledge to H-E-W with this statement: "With deference, it is the position of the Board of Trustees . . . that the Mississippi system of higher education is in compliance with Title VI of the Civil Rights Act of 1964." *Id.*, at 908.

At this time, the racial composition of the state's universities had changed only marginally from the levels of 1968, which were almost exclusively single-race. Though H-E-W refused to accept the modified plan, the board adopted it anyway. 674 F. Supp. at 1530. But even the limited effects of this plan in disestablishing the prior de jure segregated system were substantially constrained by the state legislature, which refused to fund it until fiscal year 1978, and even then at well under half the amount sought by the board. App. 898-897, 1444-1445, 1448-1449.

Private petitioners initiated this lawsuit in 1978. They complained that Mississippi had maintained the racially segregative effects of its prior dual system of postsecondary education in violation of the Fifth, Ninth, Thirteenth, and Fourteenth Amendments, 42 U.S.C. §§1981 and 1983, and Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d. Shortly thereafter, the United States filed its complaint in intervention, charging that state officials had failed to satisfy their obligation under the Equal Protection Clause of the Fourteenth Amendment and Title VI to dismantle Mississippi's dual system of higher education.

After this lawsuit was filed, the parties attempted for 12 years to achieve a consensual resolution of their differences through voluntary dismantlement by the state of its prior segregated system. The Board of Trustees implemented reviews of existing curricula and program "mission" at each institution. In 1981, the board issued "mission statements" that identified the extent and purpose of each public university. These "missions" were clustered into three cate-

gories: comprehensive, urban, and regional.

"Comprehensive" universities were classified as those with the greatest existing resources and program offerings. All three such institutions (University of Mississippi, Mississippi State, and Southern Mississippi) were exclusively white under the prior de jure segregated system. The board authorized each to continue offering doctoral degrees and to assert leadership in certain disciplines. Jackson State, the sole urban university, was assigned a more limited research and degree mission, with both functions geared toward its urban setting. It was exclusively black at its inception. The "regional" designation was something of a misnomer, as the board envisioned those institutions primarily in an undergraduate role, rather than a "regional" one in the geographical sense of serving just the localities in which they were based. Only the universities classified as "regional" included institutions that, prior to desegregation, had been either exclusively white—Delta State and Mississippi University for Women—or exclusively black—Alcorn State and Mississippi Valley.

By the mid-1980's, 30 years after *Brown*, more than 99 percent of Mississippi's white students were enrolled at University of Mississippi, Mississippi State, Southern Mississippi, Delta State, and Mississippi University for Women. The student bodies at these universities remained predominantly white, averaging between 80 and 91 percent white students. Seventy-one percent of the state's black students attended Jackson State, Alcorn State, and Mississippi Valley, where the racial composition ranged from 92 to 99 percent black. *Ayers v. Allain*, 893 F.2d 712, 714-715 (CA-5 1990) (panel decision).

II.

By 1987, the parties concluded that they could not agree on whether the state had taken the requisite affirmative steps to dismantle its prior de jure segregated system. They proceeded to trial. Both sides presented voluminous evidence on a full range of educational issues spanning admissions standards, faculty and administrative staff recruitment, program duplication, on-campus discrimination, institutional funding disparities, and satellite campuses.

Petitioners argued that in various ways the state continued to reinforce historic, race-based distinctions among the universities. Respondents argued generally that the state had fulfilled its duty to disestablish its state-imposed segregative system by implementing and maintaining good-faith, non-discriminatory race-neutral policies and practices in student admission, faculty hiring, and operations. Moreover, they suggested, the state had attracted significant numbers of qualified black students to those universities composed mostly of white persons. Respondents averred that the mere continued existence of racially identifiable universities was not unlawful given the freedom of students to choose which institution to attend and the varying objectives and features of the state's universities.

At trial's end, based on the testimony of 71 witnesses and 56,700 pages of exhibits, the District Court entered extensive findings of fact. The court first offered a his-

torical overview of the higher-education institutions in Mississippi and the developments in the system between 1954 and the filing of this suit in 1975. 674 F. Supp. at 1526-1530. It then made specific findings recounting post-1975 developments, including a description at the time of trial, in those areas of the higher-education system under attack by plaintiffs: admission requirements and recruitment; institutional classification and assignment of missions; duplication of programs; facilities and finance; the land-grant institutions; faculty and staff; and governance. *Id.*, at 1530-1550.

The court's conclusions of law followed. As an overview, the court outlined the common ground in the case: "Where a state has previously maintained a racially dual system of public education established by law, it assumes an 'affirmative duty' to reform those policies and practices which required or contributed to the separation of the races." *Id.*, at 1551. Noting that courts unanimously hold that the affirmative duty to dismantle a racially dual structure in elementary and secondary schools also governs in the higher-education context, the court observed that there was disagreement whether *Green v. New Kent County School Bd.*, 391 U.S. 430 (1968), applied in all of its aspects to formerly dual systems of higher education, i.e., whether "some level of racial mixture at previously segregated institutions of higher learning is not only desirable but necessary to 'effectively' desegregate the system." 674 F. Supp. at 1552. Relying on a Fifth Circuit three-judge court decision, *Alabama State Teachers Assn. (ASTA) v. Alabama Public School and College Authority*, 289 F. Supp. 784 (M.D. Ala. 1968), our per curiam affirmance of that case, 393 U.S. 400 (1969), and its understanding of our later decision in *Bazemore v. Friday*, 478 U.S. 385 (1986), the court concluded that in the higher-education context, "the affirmative duty to desegregate does not contemplate either restricting choice or the achievement of any degree of racial balance." 674 F. Supp. at 1553.

Thus, the court stated: "While student enrollment and faculty and staff hiring patterns are to be examined, greater emphasis should instead be placed on current state higher-education policies and practices in order to insure that such policies and practices are racially neutral, developed and implemented in good faith, and do not substantially contribute to the continued racial identifiability of individual institutions." *Id.*, at 1554.

When it addressed the same aspects of the university system covered by the findings in light of the foregoing standard, the court found no violation of federal law in any of them. "In summary, the court finds that current actions on the part of the defendants demonstrate conclusively that the defendants are fulfilling their affirmative duty to disestablish the former de jure segregated system of higher education." *Id.*, at 1564.

The Court of Appeals reheard the case en banc and affirmed the decision of the District Court. *Ayers v. Allain*, 914 F.2d 676 (CA-5 1990). With a single exception, it did not disturb the District Court's findings of fact or conclusions of law. The en banc majority agreed that "Mississippi was . . . constitutionally required to eliminate in-

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Loyalists on 2 Campuses Reject Suggestion That Mississippi Consider Merging the Institutions

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lure white students to the campus. Presently, about 20 students are white.

Mr. Sutton rejects any solutions that would place the burden of desegregation on black students or black institutions.

"We have evidence that people of good will can integrate in both directions," he said. "It doesn't have to happen in only one direction."

"This Shouldn't Be a Racial Issue"

Some white students say the fact that Valley is historically black would not matter to them if it offered programs they were interested in.

"I wouldn't have a problem with a black college as long as I'm treated as an individual," said Teresa K. Jackson, a senior at Delta State.

"Sometimes, the bad thing about white colleges is that the black population is overlooked as far as literature and the study of culture," she added. "That hurts not only black students, but white students."

Said Mandy Barnett, a junior: "I'm going to go where I have to go. This shouldn't be a racial issue. But I'm sure some white students would have a problem with it. Some people are still living in the Dark Ages."

However, some white students say the prospect of being in the minority would keep them from considering Valley or any other black college.

"If I could go there today, I probably wouldn't," said Ma. Mann. "I wouldn't

want to be the only white student in a class."

Long-standing racial prejudices probably will continue to dissuade most white students from choosing black colleges, no matter what programs they offer, said one Delta State faculty member.

"Because of prejudice and old stereotypes, I don't see Valley ever becoming attractive to whites," said Jerry W. Dallas, a history professor. "Maybe way off in the future, if Valley offers programs that other schools don't, it's within the realm of possibility."

Mr. Dallas said additional resources might be needed to offer those programs, but that would only further entrench segregation.

"One of the ironic things to me is that there's this strong drive to preserve historically black colleges and, at the same time, fully integrate white schools. That doesn't seem fair," he said.

Benefits for All Colleges

Others don't believe the two goals are antithetical. Several educators said they were hopeful that the outcome of the case would benefit predominantly white and historically black colleges.

Much will hinge on the state's political leadership. Gov. Kirk Fordice, during the 1991 gubernatorial campaign, advocated eliminating many academic programs to save money. And in January, he said he would call out the National Guard if the Supreme Court ordered the state to raise taxes to improve black colleges—a threat



W. Frank McArthur of Delta State U. "We know there's been a great deal of talk about a merger, but there's a need for both colleges."

that his spokeswoman later characterized as not literal, but "a strong metaphor to illustrate how opposed he is to raising taxes."

One good sign, some educators said, is Governor Fordice's recent pledge to forge an amicable solution and end divisiveness. If that happens, perhaps Mississippi can



Roy C. Hudson of Mississippi Valley State U. "To even consider eliminating an institution that is an asset just doesn't fly. It would defy logic."

finally leave the burden of its Jim Crow past behind, officials said. "We have been in this case 17 years and I would hope we can bring it to an end," said P. Kent Wyatt, the president of Delta State. "I'm glad Mississippi can take the lead role and perhaps set an example for other states to follow."

A New Era for Desegregation

Text of Supreme Court Opinions on Mississippi Desegregation

Continued From Preceding Page

vidious racial distinctions and dismantle its dual system." *Id.*, at 682. That duty, the court held, had been discharged since "the record makes clear that Mississippi has adopted and implemented race-neutral policies for operating its colleges and universities and that all students have real freedom of choice to attend the college or university they wish" *Id.*, at 678.

We granted the respective writs of certiorari filed by the United States and the private petitioners. 499 U.S. (1991).

III.

The District Court, the Court of Appeals, and respondents recognize and acknowledge that the State of Mississippi had the constitutional duty to dismantle the dual school system that its laws once mandated. Nor is there any dispute that this obligation applies to its higher-education system. If the state has not discharged this duty, it remains in violation of the Fourteenth Amendment. *Brown v. Board of Education* and its progeny clearly mandate this observation. Thus, the primary issue in this case is whether the state has met its affirmative duty to dismantle its prior dual university system.

Our decisions establish that a state does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation. Thus we have consistently asked whether existing racial identifiability is attributable to the state, see, e.g., *Freeman v. Pitts*, 503 U.S. (1992) (slip op., at 24); *Bazemore v. Friday*, *supra*, at 407; *Pasadena City Board of Educ. v. Spangler*, 427 U.S. 424, 434 (1976); *Gilmore v. City of Montgomery*, 417 U.S. 556, 566-567 (1974); and examined a wide range of factors to determine whether the state has perpetuated its formerly *de jure* segregation in any facet of its institutional system. See, e.g., *Board of Education of Oklahoma City v. Dowell*, 498 U.S. (slip op., at 11); *Swann v. Charlotte-Mecklenburg Bd. of Education*, 402 U.S. 1, 18 (1971); *Green v. New Kent County School Bd.*, *supra*, at 435-438.

The Court of Appeals concluded that the state had fulfilled its affirmative obligation to disestablish its prior *de jure* segregated system by adopting and implementing race-neutral policies governing its college and university system. Because students seeking higher education had "real freedom" to choose the institution of their choice, the state need do no more. Even though neutral policies and free choice were not enough to dismantle a dual system of primary or secondary schools, *Green v. New Kent County School Board*, *supra*, the Court of Appeals thought that universities "differ in character fundamentally" from lower levels of schools, 914 F.2d, at 586, sufficiently so that our decision in *Bazemore v. Friday* justified the conclusion that the state had dismantled its former dual system.

Like the United States, we do not disagree with the Court of Appeals' observation that a state university system is quite different in very relevant respects from primary and secondary schools. Unlike attendance at the lower level schools, a student's decision to seek higher education has been a matter of choice. The state historically has not assigned university stu-

dents to a particular institution. Moreover, like public universities throughout the country, Mississippi's institutions of higher learning are not fungible—they have been designated to perform certain missions. Students who qualify for admission enjoy a range of choices of which institution to attend. Thus, as the Court of Appeals stated, "it hardly needs mention that remedies common to public school desegregation, such as pupil assignments, busing, attendance quotas, and zoning, are unavailable when persons may freely choose whether to pursue an advanced education and, when the choice is made, which of several universities to attend." 914 F.2d, at 687.

We do not agree with the Court of Appeals or the District Court, however, that the adoption and implementation of race-neutral policies alone suffice to demonstrate that the state has completely abandoned its prior dual system. That college attendance is by choice and not by assignment does not mean that a race-neutral admissions policy cures the constitutional violation of a dual system.

In a system based on choice, student attendance is determined not simply by admissions policies, but also by many other factors. Although some of these factors clearly cannot be attributed to state policies, many can be. Thus, even after a state dismantles its segregative admissions policy, there may still be state action that is traceable to the state's prior *de jure* segregation and that continues to foster segregation. The Equal Protection Clause is offended by "sophisticated as well as simple-minded modes of discrimination." *Lane v. Wilson*, 307 U.S. 268, 275 (1939). If policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices. *Freeman, supra*, (slip op., at 21-22); *Dowell, supra*, at (slip op., at 11); *Green*, 391 U.S., at 439; *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413, 414 (1956) (*per curiam*). We also disagree with respondents that the Court of Appeals and District Court properly relied on our decision in *Bazemore v. Friday*, 478 U.S. 385 (1986). *Bazemore* neither requires nor justifies the conclusions reached by the two courts below.

Bazemore raised the issue whether the financing and operational assistance provided by a state university's extension service to voluntary 4-H and Homemaker Clubs was inconsistent with the Equal Protection Clause because of the existence of numerous all-white and all-black clubs. Though prior to 1965 the clubs were supported on a segregated basis, the District Court had found that the policy of segregation had been completely abandoned and that no evidence existed of any lingering discrimination in either services or membership; any racial imbalance resulted from the wholly voluntary and unfettered choice of private individuals. *Bazemore, supra*, at 407. In this context, we held inapplicable the *Green* Court's judgment that a voluntary choice program was insufficient to dismantle a *de jure* dual system in public primary and secondary schools, but only after satisfying ourselves that the state had not fostered segregation by playing a part in the decision of which club an individual chose to join.

Bazemore plainly does not excuse inquiry into whether Mississippi has left in place certain aspects of its prior dual system that perpetuate the racially segregated higher-education system. If the state perpetuates policies and practices traceable to its prior system that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system—and such policies are without sound educational justification and can be practicably eliminated, the state has not satisfied its burden of proving that it has dismantled its prior system. Such policies run afoul of the Equal Protection Clause, even though the state has abolished the legal requirement that whites and blacks be educated separately and has established racially neutral policies not animated by a discriminatory purpose.

Because the standard applied by the District Court did not make these inquiries, we hold that the Court of Appeals erred in affirming the District Court's ruling that the state had brought itself into compliance with the Equal Protection Clause in the operation of its higher-education system.

IV.

Had the Court of Appeals applied the correct legal standard, it would have been apparent from the undisputed factual findings of the District Court that there are several surviving aspects of Mississippi's prior dual system which are constitutionally suspect; for even though such policies may be race-neutral on their face, they substantially restrict a person's choice of which institution to enter and they contribute to the racial identifiability of the eight public universities. Mississippi must justify these policies or eliminate them.

It is important to state at the outset that we make no effort to identify an exclusive list of unconstitutional remnants of Mississippi's prior *de jure* system. In highlighting, as we do below, certain remnants of the prior system that are readily apparent from the findings of fact made by the District Court and affirmed by the Court of Appeals, we by no means suggest that the Court of Appeals need not examine, in light of the proper standard, each of the other policies now governing the state's university system that have been challenged or that are challenged on remand in light of the standard that we articulate today. With this caveat in mind, we address four policies of the present system: admission standards, program duplication, institutional mission assignments, and continued operation of all eight public universities.

We deal first with the current admissions policies of Mississippi's public universities. As the District Court found, the three flagship historically white universities in the system—University of Mississippi, Mississippi State University, and University of Southern Mississippi—enacted policies in 1963 requiring all entrants to achieve a minimum composite score of 15 on the American College Testing Program (ACT). 674 F. Supp., at 1531. The court described the "discriminatory taint" of this policy, *id.*, at 1557, an obvious reference to the fact that, at the time, the average ACT score for white students was 18 and the average score for blacks was 7.893. F.2d, at 735. The District Court concluded,

and the *en banc* Court of Appeals agreed, that present admissions standards derived from policies enacted in the past to redress the problem of student preparedness. 914 F.2d, at 679; 674 F.2d, at 1531. Obviously, this mid-passagification for perpetuating a policy originally to discriminate against blacks does not make the present admissions standards any less constitutionally suspect.

The present admission standards are only traceable to the *de jure* system if they were originally adopted for a discriminatory purpose, but they also have discriminatory effects. Every Mississippi resident under 21 seeking admission to a university system must take the ACT, and applicant who scores at least 15 qualify for automatic admission to any of the historically white institutions except Mississippi University for Women, which requires a score of 18 for automatic admission unless the student has a 3.0 school grade average. Those scoring 13 or 14, with some exceptions, are excluded from the five historically white universities and if they wish higher education must go to one of the historically black institutions or attend college with the hope of transferring to a historically white institution. Proportionately more blacks than whites face this choice: in 1985, 72 per cent of Mississippi high-school seniors achieved a composite score of 15 or better, while only 30 per cent of black high-school seniors earned that score. App. 1524-1531. It is not surprising then that Mississippi universities remain predominantly white by race.

The segregative effect of this entrance standard is especially striking in light of the differences in minimum entrance scores among the regional universities in Mississippi's system. The minimum score for automatic admission to Mississippi University for Women (MOW) is 18; it is 13 for the historically black universities. Yet MOW is assigned the same institutional mission as two other regional universities, Alcorn State and Mississippi Valley—that of providing quality undergraduate education. The effects of the policy fall disproportionately on blacks and students who might wish to attend more than one university, though the disparate impact is not as great as the same is true of the minimum standard ACT score of 15 at Delta State University, the other "regional" university—compared to the historically black "regional" universities where a score of 13 suffices for automatic admission. The courts below made little if any effort to justify in educational terms those particular disparate entrance requirements or to inquire whether it was practicable to eliminate them.

We also find inadequately justified the courts below or by the record before us the differential admissions requirements between universities with dissimilar programmatic missions. We do not suggest that absent a discriminatory purpose different programmatic missions would be constitutionally suspect simply because one or more schools are racially

Section 2

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placed in front of the camera. For example, what, in fact, was the role of television in transmitting the images? Did they help trigger violence, promote empathy for members of minority groups, the police, or the jury; foster understanding of urban problems?

During the Los Angeles disturbances, it would have been helpful for viewers to know how the videotape was edited—what got on television, what didn't, and why. How the broadcast coverage captured not only the policemen's trial? considerations can also be applied current Presidential campaign, just of the information the public sees directly from television.

Complexity of the public drama in Los Angeles. It ought to be equally evident that while virtually everyone thinks they know a great deal about television, few really do, and fewer still leave the university with any systematic appreciation of this vital and compelling medium. Journalism and communication schools ought to display a special sense of urgency

Continued on Following Page

OPINION

A New Era for Desegregation

Text of Supreme Court Opinions on Mississippi Desegregation

Continued From Preceding Page

vidious racial distinctions and dismantle its dual system." Id., at 682. That duty, the court held, had been discharged since "the record makes clear that Mississippi has adopted and implemented race-neutral policies for operating its colleges and universities and that all students have real freedom of choice to attend the college or university they wish . . ." Id., at 678.

We granted the respective writs of certiorari filed by the United States and the private petitioners. 499 U.S. (1991).

III.

The District Court, the Court of Appeals, and respondents recognize and acknowledge that the State of Mississippi had the constitutional duty to dismantle the dual school system that its laws once mandated. Nor is there any dispute that this obligation applies to its higher-education system. If the state has not discharged this duty, it remains in violation of the Fourteenth Amendment. *Brown v. Board of Education* and its progeny clearly mandate this observation. Thus, the primary issue in this case is whether the state has met its affirmative duty to dismantle its prior dual university system.

Our decisions establish that a state does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation. Thus we have consistently asked whether existing racial identifiability is attributable to the state, see, e.g., *Freeman v. Pitts*, 503 U.S. (1992) (slip op., at 24); *Bazemore v. Friday*, supra, at 407; *Pasadena City Board of Educ. v. Spangler*, 427 U.S. 424, 434 (1976); *Gilmore v. City of Montgomery*, 417 U.S. 556, 566-567 (1974); and examined a wide range of factors to determine whether the state has perpetuated its formerly *de jure* segregation in any facet of its institutional system. See, e.g., *Board of Education of Oklahoma City v. Dowell*, 498 U.S., (slip op., at 11); *Swann v. Charlotte-Mecklenburg Bd. of Education*, 402 U.S. 1, 18 (1971); *Green v. New Kent County School Bd.*, supra, at 435-438.

The Court of Appeals concluded that the state had fulfilled its affirmative obligation to disestablish its prior *de jure* segregated system by adopting and implementing race-neutral policies governing its college and university system. Because students seeking higher education had "real freedom" to choose the institution of their choice, the state need do no more. Even though neutral policies and free choice were not enough to dismantle a dual system of primary or secondary schools, *Green v. New Kent County School Bd.*, supra, the Court of Appeals thought that universities "differ in character fundamentally" from lower levels of schools, 914 F.2d, at 686, sufficiently so that our decision in *Bazemore v. Friday* justified the conclusion that the state had dismantled its former dual system.

Like the United States, we do not disagree with the Court of Appeals' observation that a state university system is quite different in very relevant respects from primary and secondary schools. Unlike attendance at the lower level schools, a student's decision to seek higher education has been a matter of choice. The state historically has not assigned university stu-

dents to a particular institution. Moreover, like public universities throughout the country, Mississippi's institutions of higher learning are not fungible—they have been designated to perform certain missions. Students who qualify for admission enjoy a range of choices of which institution to attend. Thus, as the Court of Appeals stated, "it hardly needs mention that remedies common to public school desegregation, such as pupil assignments, busing, attendance quotas, and zoning, are unavailable when persons may freely choose whether to pursue an advanced education and, when the choice is made, which of several universities to attend." 914 F.2d, at 687.

We do not agree with the Court of Appeals or the District Court, however, that the adoption and implementation of race-neutral policies alone suffice to demonstrate that the state has completely abandoned its prior dual system. That college attendance is by choice and not by assignment does not mean that a race-neutral admissions policy cures the constitutional violation of a dual system.

In a system based on choice, student attendance is determined not simply by admissions policies, but also by many other factors. Although some of these factors clearly cannot be attributed to state policies, many can be. Thus, even after a state dismantles its segregative admissions policy, there may still be state action that is traceable to the state's prior *de jure* segregation and that continues to foster segregation. The Equal Protection Clause is offended by "sophisticated as well as simple-minded modes of discrimination." *Lane v. Wilson*, 307 U.S. 268, 275 (1939). If policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices. *Freeman*, supra, (slip op., at 21-22); *Dowell*, supra, at (slip op., at 11); *Green*, 391 U.S., at 439; *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413, 414 (1956) (per curiam). We also disagree with respondents that the Court of Appeals and District Court properly relied on our decision in *Bazemore v. Friday*, 478 U.S. 385 (1986). *Bazemore* neither requires nor justifies the conclusions reached by the two courts below.

Bazemore raised the issue whether the financing and operational assistance provided by a state university's extension service to voluntary 4-H and Homemakers Clubs was inconsistent with the Equal Protection Clause because of the existence of numerous all-white and all-black clubs. Though prior to 1965 the clubs were supported on a segregated basis, the District Court had found that the policy of segregation had been completely abandoned and that no evidence existed of any lingering discrimination in either services or membership; any racial imbalance resulted from the wholly voluntary and unfettered choice of private individuals. *Bazemore*, supra, at 407. In this context, we held inapplicable the *Green* Court's judgment that a voluntary choice program was insufficient to dismantle a *de jure* dual system in public primary and secondary schools, but only after satisfying ourselves that the state had not fostered segregation by playing a part in the decision of which club an individual chose to join.

Bazemore plainly does not excuse inquiry into whether Mississippi has left in place certain aspects of its prior dual system that perpetuate the racially segregated higher-education system. If the state perpetuates policies and practices traceable to its prior system that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system—and such policies are without sound educational justification and can be practicably eliminated, the state has not satisfied its burden of proving that it has dismantled its prior system. Such policies run afoul of the Equal Protection Clause, even though the state has abolished the legal requirement that whites and blacks be educated separately and has established racially neutral policies not animated by a discriminatory purpose.

Because the standard applied by the District Court did not make these inquiries, we hold that the Court of Appeals erred in affirming the District Court's ruling that the state had brought itself into compliance with the Equal Protection Clause in the operation of its higher-education system.

IV.

Had the Court of Appeals applied the correct legal standard, it would have been apparent from the undisturbed factual findings of the District Court that there are several surviving aspects of Mississippi's prior dual system which are constitutionally suspect; for even though such policies may be race-neutral on their face, they substantially restrict a person's choice of which institution to enter and they contribute to the racial identifiability of the eight public universities. Mississippi must justify these policies or eliminate them.

It is important to state at the outset that we make no effort to identify an exclusive list of unconstitutional remnants of Mississippi's prior *de jure* system. In highlighting, as we do below, certain remnants of the prior system that are readily apparent from the findings of fact made by the District Court and affirmed by the Court of Appeals, we by no means suggest that the Court of Appeals need not examine, in light of the proper standard, each of the other policies now governing the state's university system that have been challenged or that are challenged on remand in light of the standard that we articulate today. With this caveat in mind, we address four policies of the present system: admission standards, program duplication, institutional mission assignments, and continued operation of all eight public universities.

We deal first with the current admissions policies of Mississippi's public universities. As the District Court found, the three flagship historically white universities in the system—University of Mississippi, Mississippi State University, and University of Southern Mississippi—enacted policies in 1963 requiring all entrants to achieve a minimum composite score of 15 on the American College Testing Program (ACT). 674 F. Supp., at 1531. The court described the "discriminatory taint" of this policy, id., at 1557, an obvious reference to the fact that, at the time, the average ACT score for white students was 18 and the average score for blacks was 7.893. F.2d, at 735. The District Court conclud-

ed, and the *en banc* Court of Appeals agreed, that present admissions standards, derived from policies enacted in the 1950s to redress the problem of student unpreparedness, 914 F.2d, at 679; 674 F. Supp. at 1531. Obviously, this mid-passage justification for perpetuating a policy enacted originally to discriminate against blacks does not make the present admissions standards any less constitutionally suspect.

The present admission standards are only traceable to the *de jure* system were originally adopted for a discriminatory purpose, but they also have produced discriminatory effects. Every Mississippi resident under 21 seeking admission to university system must take the ACT. An applicant who scores at least 15 qualifies for automatic admission to any of the historically white institutions except Mississippi University for Women, which requires a score of 18 for automatic admission unless the student has a 3.0 high school grade average. Those scoring less than 15 but at least 13 automatically qualify to enter Jackson State University, Alcorn State University, and Mississippi Valley State University.

Without doubt, these requirements restrict the range of choices of entering students as to which institution they may attend in a way that perpetuates segregation. Those scoring 13 or 14, with some exceptions, are excluded from the five historically white universities and if they want higher education must go to one of the historically black institutions or attend just college with the hope of transferring to a historically white institution. Proportionately more blacks than whites face this choice: in 1985, 72 per cent of Mississippi white high-school seniors achieved an ACT composite score of 15 or better, while less than 30 per cent of black high-school seniors earned that score. App. 1524-1525. It is not surprising then that Mississippi universities remain predominantly identifiable by race.

The segregative effect of this automatic entrance standard is especially striking in light of the differences in minimum automatic entrance scores among the regional universities in Mississippi's system. The minimum score for automatic admission to Mississippi University for Women (MUW) is 18; it is 13 for the historically black universities. Yet MUW is assigned the same institutional mission as two other regional universities, Alcorn State and Mississippi Valley—that of providing quality undergraduate education. The effects of the policy fall disproportionately on black students who might wish to attend MUW; although the disparate impact is not as great, the same is true of the minimum standards ACT score of 15 at Delta State University—the other "regional" university—as compared to the historically black "regional" universities where a score of 13 suffices for automatic admission. The courts below made little if any effort to justify in educational terms those particular disparities in entrance requirements or to inquire whether it was practicable to eliminate them.

We also find inadequately justified by the courts below or by the record before us the differential admissions requirements between universities with dissimilar programmatic missions. We do not suggest that absent a discriminatory purpose different programmatic missions accompanied by different admission standards would be constitutionally suspect simply because one or more schools are racially



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Section 2

July 8, 1992

Mounting a Campaign
Against Media Illiteracy

Most people think they know a great deal
about television, but few really do

By Everett E. Dennis

AS THE CAUSES and impact of the recent riots in Los Angeles (and reverberations elsewhere) are debated, the central role of television in communicating the events is often forgotten. So are the implications of the news media's coverage for the university faculties and programs that study television and train media professionals.

The news media's dominant role in linking the public to the Los Angeles riots and their aftermath reminds us that media industries form a social institution commonly believed to have considerable power. Just as literature professors want their students to pay attention to a story's substantive meaning as well as to its style, so too should we attend to what television and other media can do to and for the viewer.

Because television does a great deal more than capture images and convey them to viewers, informed people need to know, for example, whether it can foster violence. And because TV provides the only images we have of some events, places, and people, it is essential to know what, in fact, we are seeing—for example,

whether the broadcast contains a verbatim visual account of an event or a truncated fragment.

From the beginning, television was integral to the Rodney G. King case. A piece of amateur video footage of his beating made news within hours of his arrest. The repeated broadcasting of that footage helped prompt an investigation that led to the trial of the four white Los Angeles policemen. For the public—American and global—initial awareness and subsequent opinions about the arrest, trial, verdicts, and riots were strongly influenced by dramatic visual images. Scholars and critics now must assess the role of television in transmitting those images: Did they help trigger vio-

lence; promote empathy for members of minority groups, the police, or the jury; foster understanding of urban problems?

During the Los Angeles disturbances, it would have been helpful for viewers to know how the videotape was edited—what got on television, what didn't, and why. How well did the broadcast coverage capture what went on during the policemen's trial? Similar considerations can also be applied to the current Presidential campaign, where most of the information the public gets comes directly from television.

THAT ALL EDUCATED PEOPLE need to know much more about television ought to be evident from the complexity of the public drama in Los Angeles. It ought to be equally evident that while virtually everyone thinks they know a great deal about television, few really do, and fewer still leave the university with any systematic appreciation of this vital and compelling medium.

Journalism and communication schools ought to display a special sense of urgency

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OPINION

Journalism Should Mount a Campaign Against Media Illiteracy

Continued From Preceding Page

in the wake of the riots because, once again, the need is clear for especially knowledgeable reporters, editors, and producers who understand the subjects they are covering and the consequences of the actions they observe.

Studies of media credibility indicate that most people have considerable doubts about the performance of the media and the reliability of the information they provide.

This situation puts special demands on journalism and communication schools to provide their charges with the best and most rigorous training possible and to teach students to do a better job of clueing the public in on their methods and operations. The adequacy of the education that students are receiving should be a matter of serious debate.

IN RECENT CONVERSATIONS with deans of journalism and communication schools, however, I sense no great enthusiasm for a serious review of the curriculum or of the general performance of journalism education, regardless of any lessons that might be learned from the events in Los Angeles. I would argue that even in a period of budget exigency, the role that television and broadcasters played this spring ought to be analyzed.

After the riots in Watts, Detroit, Newark, and elsewhere in the mid-1960's, the constructive report of the National Advisory Commission on Civil Disorders (the Kerner Commission) had a good deal to say about what it characterized as a "nation . . . rapidly moving toward two separate societies," one white and affluent, the

other black and poor. President Johnson himself, in his charge to the commission, asked specifically, "What effect do the mass media have on the riots?"

While giving press performance a mixed review, the commission's report scored the media for paying too little attention to urban unrest, black communities, and race relations. The report prompted further studies and action plans that urged better and more comprehensive coverage of black and other minority communities and a more inclusive journalistic work force, which then had very few minority employees. Those two mandates were subse-

"Some scholars assume that people already know and understand television because they watch it all the time."

quently integrated into the rhetoric of journalism education. People of good will in the universities and in the media vowed to act.

The newspaper industry promised to hire more members of minority groups and to develop special internship and training programs for them. They also said that they would do a better job of covering black, Latino, and other minority populations. At the same time, journalism schools pledged to recruit more minority students and to hire more minority faculty members. They set up special urban-journalism programs aimed largely at improving cov-

erage of the cities; included material about minority concerns such as civil rights, jobs, and crime in their syllabi and textbooks; and set up discrete courses on minority issues and the black press. Grants from such foundations as Ford, Russell Sage, Gannett, and others helped support such projects.

Recruitment of minority students and faculty members continues, but, after 20 years of work, the proportion of minority faculty members in journalism and communication schools is estimated at 2 per cent, and the proportion of minority students is 5 per cent. Many of the special



MÉLANGE

Women's Health; Apes and Humans; Culture and the Marketplace

THE HEALTH-CARE SYSTEM in America is failing. It is no longer able to meet the basic health needs of all Americans, and it is most especially unable to meet the needs of women. . . . There are many components to our system, but over time the medical profession has become the controlling force. Within that profession insensitivity, greed, and the arrogance of power have become all too commonplace. It is my opinion that the attitudes and behaviors of doctors are at the root of the problems that plague the health-care system. . . .

Only very recently has there been a growing public awareness of how badly women are treated by their doctors and by the American health-care organization. Evidence brought to light reveals that medical research has been so slanted toward men that women are grossly misdiagnosed and inadequately or inappropriately treated for such disorders as heart disease, strokes, hypertension, lung cancer, and depression. . . .

Even though all consumers of medical care are adversely affected by what the health-care system as a whole has become, it is clear that women suffer most severely because they are at the hands of a specialty (gynecology) that is dominated by males, acting and thinking like males, and an entire system of medical research and treatment that has been shaped by males. A majority of women use a gynecologist as their

source of primary medical care. Roughly 80 percent of these gynecologists are males. The consequences of this gender imbalance on women's health and well-being is still one of the least identified and discussed areas of needed health-care reform, though it is unquestionably the area of most frequent and severe abuse.

—John M. Smith, M.D., obstetrician-gynecologist, in *Women and Doctors*, published by the Atlantic Monthly Press

THE NEXT TIME you visit a zoo, make a point of walking past the ape cages. Imagine that the apes had lost most of their hair, and imagine a cage nearby holding some unfortunate people who had no clothes and couldn't speak but were otherwise normal. Now try guessing how similar those apes are to us in their genes. For instance, would you guess that a chimpanzee shares 10 percent, 50 percent, or 99 percent of its genetic program with humans?

Then ask yourself why those apes are on exhibit in cages, and why other apes are being used for medical experiments, while it's not permissible to do either of those things to humans? Suppose it turned out that chimp genes were 99.9 percent identical to our genes, and that the important differences between humans and chimps were due to just a few genes. Would you still think it's okay to put chimps in cages and to experiment

on them? Consider those unfortunate mentally defective people who have much less capacity to solve problems, to care for themselves, to communicate, to engage in social relationships, and to feel pain than do apes. What is the logic that forbids medical experiments on those people, but not on apes?

—Jared Diamond, professor of physiology at the University of California at Los Angeles Medical School, in *The Third Chimpanzee: The Evolution and Future of the Human Animal*, published by HarperCollins

WE NEED to start challenging our sacred cow—the market system—right now.

Necessities are being distributed to only those who can afford, not to those who are in need, and that goes for food, clothing, shelter, as well as literature and art. We need to make sure that authentic cultural voices are heard. We need more books with cultural depth and history, and for those books to get into the hands of those who will benefit the most from them. And bookstores can be the best place for these voices and ideas to be expressed.

—Luis Rodriguez, poet and publisher of the *Tia Chucha Press* and former gang member from East Los Angeles, in *The June 15 Issue* of Publishers Weekly

LETTERS TO THE EDITOR

performance as an agent of multicultural, multiracial society. To be sure, some strong efforts recruit minority students and faculty members toward positions in the Association for Black and Mass Communication Education, as well as in some foundations and organizations, but these efforts have been limited.

Beyond pressing for a greater presence in communication schools, news rooms, journalism faculty should encourage their colleagues to mount a serious challenge to the literacy that has long been tolerated at the University of Minnesota. As indicated in a recent *Chronicle* article, the University of Minnesota Press was fully prepared to offer Mr. Mohr a contract for the book *Gay Ideas: Outing and Other Controversies* that appeared in the June 17 issue.

For the record, the University of Minnesota Press was fully prepared to offer Mr. Mohr a contract for the book *Gay Ideas: Outing and Other Controversies* that appeared in the June 17 issue. The University of Minnesota Press was fully prepared to offer Mr. Mohr a contract for the book *Gay Ideas: Outing and Other Controversies* that appeared in the June 17 issue. The University of Minnesota Press was fully prepared to offer Mr. Mohr a contract for the book *Gay Ideas: Outing and Other Controversies* that appeared in the June 17 issue.

FACULTY MEMBERS teaching education courses in history, science, and sociology, ought to consider integrating knowledge (and literature) about the press and its role in the most popular portraits of the events and movements covered in such courses. One way that this could be done is by having students read journalistic popular portraits of the events and movements covered in such courses. One way that this could be done is by having students read journalistic popular portraits of the events and movements covered in such courses.

At the same time, communication schools must deal with the fact that pressures have reduced the number of places for non-majors in communications courses. Large courses, often called something like "Media and Society" or "Introduction to Mass Communication," used to be more non-majors than they do today. This is regrettable because it denies access to those faculty members who are most knowledgeable about mass communication. The value of such courses lies both in their content and in the fact that they leave college, the media will be one of the major sources of information. This information should be assessed both for what it says and for what it does.

Everette E. Dennis is executive director of the Freedom Forum Media Studies at Columbia University.

OPINION

University Presses and the Publishing of 'Gay Ideas'

Although delighted to see the appearance of "Hot Type," *The Chronicle's* new section on book publishing, I was dismayed by the one-sided coverage of the story for the book.

The *Chronicle's* attempts to sensationalize this issue do an injustice to the efforts of all university presses that continue to publish books that raise controversial issues during times of increasing conservatism and declining financial support.

LISA FREEMAN, Director, University of Minnesota Press, Minneapolis

American University Presses, and the motivating force behind creation of a committee on First Amendment rights within the association (I believe that Mr. Bartlett has also agreed to assist Beacon in locating a printer for the book).

The *Chronicle's* attempts to sensationalize this issue do an injustice to the efforts of all university presses that continue to publish books that raise controversial issues during times of increasing conservatism and declining financial support.

LISA FREEMAN, Director, University of Minnesota Press, Minneapolis

TO THE EDITOR:

This is in regard to the short piece . . . dealing with the difficulty Professor Richard D. Mohr had in finding a publisher for his manuscript *Gay Ideas: Outing and Other Controversies*. The article states that the manuscript was declined by nine publishers, which are mentioned, despite receiving "rave reviews" by outside referees.

Instead of just taking Professor Mohr's comments at face value, the writer should have at least made an attempt to get a response from one of the nine publishers, even though the one press contacted declined to comment. I can't speak for the other publishers, but the three critiques we received I would not put in the category of "rave reviews." In the interest of brevity I will quote briefly only from comments regarding the chapter that contained some graphics that this press and apparently others refused to publish.

One reviewer commented as follows: "Personally, I think his illustrations undermine the points he is trying to make, since his males are all swimmers and lack the loving, bonding, supportive role which he feels is necessary for a democratic society. I also think his views of masculinity are distorted and in many ways extremely distasteful to me as a male." The reader also comments that "the chapter is very disorganized."

Another critic wrote: "I think the So-called diaspora studies are evidently furnishing much grist for academic mills ('Worldwide "Diaspora" of Peoples Poses New 'Challenges for Scholars," June 3). Unfortunately, the concept easily leads those who accept and employ it into chauvinism, racism, and the fetishization of victimhood. What a trivial and paltry scholarly imagination it is that focuses on some habit of eating, dressing, dancing, or singing as affording an opportunity for more profound social identification than the experiences and attributes derived from living and working in one's people's new land for four to a dozen generations."

The phrase used by the specialist you interviewed, Arjun Appadurai, showed the inherent backwardness and danger of accepting the metaphor "diaspora" as the best way to describe immigrants' experiences. "More people are in some sense where they do not belong than ever before," quoth Appadurai. Who belongs where? And who determines who belongs where? Do the Jews, Africans, Armenians, etc. not "belong" in the United States? Many a bigot or right-wing nationalist would say so. Or is it the descendants of Europeans who do not "belong" in the United States? Again, there are many in North, Central, and South America who would say so. Once someone buys the idea that any nationality belongs somewhere more than another, endless hatred, squabbling, and violence will be the prevailing mode of interaction until those who do not belong are no longer around.

Studies of immigration and migration to the United States ought to fo-

pictures would seriously impact on feminist buyers, but might attract lots of other customers. . . . It's a shame really. All the other chapters would be relevant to and of interest to lesbians and others. It's almost like he's determined to be outrageous and abrasive!"

The impression most *Chronicle* readers came away with, I suspect, is that a number of supposedly reputable publishers, most of them university presses, declined to publish a significant scholarly work because the manuscript included photographs by Robert Mapplethorpe. That is a name that readers of *The Chronicle* quickly recognize—and you printed it in boldface. Actually, Mapplethorpe's photographs were not a matter of concern here. However, we did refuse to publish three or four drawings that most people, I think, would consider truly offensive—and for which there was not, in our view, sufficient justification for inclusion.

We would have been willing to publish the drawings if we had felt that we could make a strong case for the fact that they were a necessary component of a serious and important scholarly book. As the comments quoted above suggest, this would not have been an easy task. It was made more difficult by the author's decision to spurn traditional academic discourse and embrace the common vernacular of the streets.

RICHARD L. WENTWORTH, Director, University of Illinois Press, Champaign, Ill.

'Diaspora' studies fuel racism and nationalism

TO THE EDITOR:

So-called diaspora studies are evidently furnishing much grist for academic mills ("Worldwide 'Diaspora' of Peoples Poses New 'Challenges for Scholars," June 3). Unfortunately, the concept easily leads those who accept and employ it into chauvinism, racism, and the fetishization of victimhood. What a trivial and paltry scholarly imagination it is that focuses on some habit of eating, dressing, dancing, or singing as affording an opportunity for more profound social identification than the experiences and attributes derived from living and working in one's people's new land for four to a dozen generations."

The phrase used by the specialist you interviewed, Arjun Appadurai, showed the inherent backwardness and danger of accepting the metaphor "diaspora" as the best way to describe immigrants' experiences. "More people are in some sense where they do not belong than ever before," quoth Appadurai. Who belongs where? And who determines who belongs where? Do the Jews, Africans, Armenians, etc. not "belong" in the United States? Many a bigot or right-wing nationalist would say so. Or is it the descendants of Europeans who do not "belong" in the United States? Again, there are many in North, Central, and South America who would say so. Once someone buys the idea that any nationality belongs somewhere more than another, endless hatred, squabbling, and violence will be the prevailing mode of interaction until those who do not belong are no longer around.

Studies of immigration and migration to the United States ought to fo-

cus on the notion that everyone in this country belongs here equally. Such studies should also help extend this principle worldwide: All peoples belong where they find themselves, and should enjoy a spectrum of democratic freedoms and privileges wherever their migrations may have taken them.

But diaspora studies push students and the public to see things in a different light. Rather than viewing the populace and culture of America as from its beginning being a composite of Europeans, Africans, Native Americans, and others, the diaspora concept rests implicitly on the notion of a pure culture tainted by infusions of people who must be "managed" because they do not "belong here."

The notion that some peoples reside in their own proper land while others do not, however glossed up it may be by self-styled, progressive, and faddish multiculturally correct scholars, is nevertheless a reactionary academic instrument. It is merely the other side of the coin of the Great Western For-Whites-Only Canon, because both views are intrinsically separatist and exclusionist.

JOHN WOODFORD, Executive Director, News and Information Services, University of Michigan, Ann Arbor, Mich.

Association supports accrediting agency

TO THE EDITOR:

The May 6 issue of *The Chronicle* contained an article entitled "Teacher-Education Programs Debate the Need for Accrediting Agency's Stamp of Approval," in which several recent events were characterized as challenges to the National Council for Accreditation of Teacher Education. The American Association of Colleges for Teacher Education is a constituent member of NCATE, representing the teacher-education institutions that participate in the accreditation-review process. I would like to correct an error in the reporting of AACTE's position concerning NCATE.

Your article states that "The American Association of Colleges for Teacher Education . . . decided in February to conduct a year-long study of the council." This statement is incorrect, both regarding the facts and the context. AACTE is not conducting a comprehensive study of NCATE. In February 1992, AACTE's membership approved a resolution committing the association to a year of study concerning the issue of a "common national system of teacher education accreditation." The common national system concept is a topic under discussion by NCATE, and AACTE's study is intended to contribute to decisions made about this issue. This association actively supports NCATE and the enhancement of NCATE's potential for improving teacher education.

DAVID G. IMIG, Executive Director and Chief Executive Officer, American Association of Colleges for Teacher Education, Washington

Conservative management and carefully living within income that represents "hard money" does help when the hard times come. But, you have to start before hard times hit.

JONATHAN A. LINDSEY, Director, Foundation Relations, Baylor University, Waco, Tex.

Students study impact of Vietnam war

TO THE EDITOR:

I enjoyed reading your May 27 Brief piece ("Bridge at Colorado State marks Vietnam era"). It is important to note the efforts of students at another university who have also explored the issues of Vietnam. In May 1988, students of the gener-

al honors program at the University of Maryland at College Park, with the support of the administration and the campus community, dedicated a Vietnam memorial. The idea for this contribution to the campus came from members of Professor Phil Straw's course, "Vietnam: America's Longest War." The students of the general honors program then selected a location, designed the memorial, raised funds, and dedicated the site. The memorial is situated on the south side of the university's chapel and embodies a bench, a white-oak tree, and a stone with a plaque reading, "This site is dedicated to those people whose lives were touched by the fire of the Vietnam war."

This memorial is unique—it was conceived, designed, and dedicated by members of a generation who grew up after Vietnam. At a time when America is re-examining the Vietnam era, this memorial stands as a testament to these students' understanding of the profound effect the Vietnam war had, and is still having, on the citizens of our country.

STUART RITTER, Graduate Student in Political Science, American University, Washington

One college's recipe for lean management

TO THE EDITOR:

Your feature on conservative management ("In Tough Times, Some Colleges Find Conservative Management Pays Off," June 3) recalls a comment of the late Ben Fisher, long-time executive of the Education Commission of the Southern Baptist Convention. Fisher remarked on many occasions that private, independent colleges would handle tough times easier than their more affluent sister institutions, because they were accustomed to leanness.

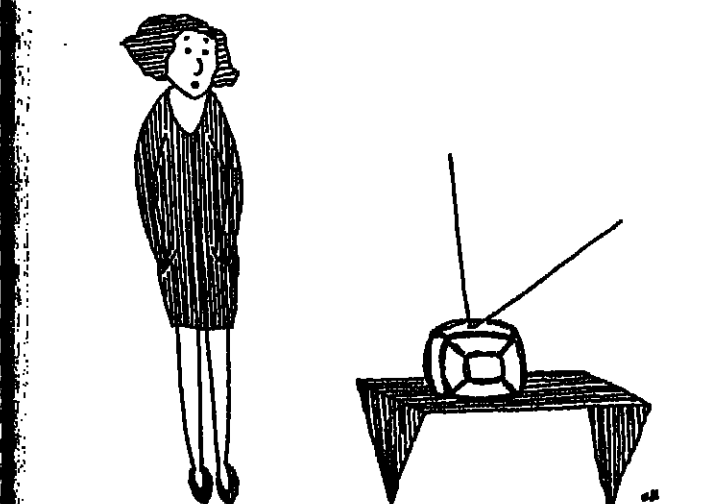
Baylor University for the past quarter century has developed a management style that focuses on leanness, and at the same time encourages growth. Some of the salient features of this management include: careful watch over faculty/staff ratio; commitment to undergraduate teaching; creation of graduate programs with real money; and focus on endowment as a base of financial stability. Other features include: no deferred maintenance; a balanced budget annually, with in-the-black operation; minimal long-term debt; tuition equaling two-thirds of the average tuition for private institutions nationally; and no new construction without funds in hand. . . .

Conservative management and carefully living within income that represents "hard money" does help when the hard times come. But, you have to start before hard times hit.

JONATHAN A. LINDSEY, Director, Foundation Relations, Baylor University, Waco, Tex.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



"I ENTERTAIN, I STIMULATE. I HAVE A BROAD SPECTRUM OF OPINION. I LISTEN, I EVEN COOK. SO WILL YOU BE MINE?" ANNIE'S TV SAID HER ONE EVENING, CATCHING HER OFF GUARD.

LEAH PUNKE

Clark Atlanta University

Two (2) Associate Professors of Mathematics

The Department of Mathematical Sciences at Clark Atlanta University invites applications for two tenure-track positions each at the rank of Associate Professor of Mathematics. Appointments will be effective September, 1992. Candidates for these positions must have more than 7 years of experience after earning a Ph.D. in Mathematics. In the other, Successful applicants are expected to become members of the CAU Research Center of Excellence in Information and Mathematical Sciences and the CAU Center of Excellence in Mathematics Research and Education, to conduct research in topical areas of applied probability/stochastic analysis and information theory, in computational/humanistic stochastic analysis, respectively, and to have demonstrated excellence in teaching and research. For both positions, a record of successful graduate proposals for supporting students and respond to proposal solicitations is highly desirable. Rank and salary are based on qualifications and experience. Submit by July 31, 1992 a letter of application, curriculum vitae, and the names of three references to:

Chairman
Department of Mathematical Sciences
Clark Atlanta University
James P. Brawley Drive at Fair Street, SW
Atlanta, GA 30314

Reading Teacher

Full-time non-tenure track position, beginning August 17, 1992. Responsibilities include teaching reading courses and assisting with laboratory instruction. Qualifications include master's degree in reading and teaching experience at the college level. Strength in content area reading is essential. Computer knowledge is desired, but not required. This is a renewable one-year position.

Send letter of application, curriculum vitae and three current letters of recommendation by July 15, 1992.

Dr. Solomon Simpson, Chair

Search Committee
Learning Resources Center
Clark Atlanta University
Atlanta, GA 30314

Department of Economics

Tenure track position—Assistant Professor of Economics with area of specialization in Quantitative Economics and Macroeconomics. Responsible for teaching graduate Economics and graduate and undergraduate Macroeconomics and other courses subject to departmental needs and the candidate's areas of specialization. Other responsibilities include advising students and participating in departmental and University-wide committees.

Individual must possess a Ph.D. in Economics or Agricultural Economics, and show evidence of teaching and other scholarly achievements. Salary competitive with qualifications and experience. Position open until filled. Send vita and letter of application to:

Dr. Martin Beauregard
Department of Economics
Clark Atlanta University
James P. Brawley Drive at Fair Street, SW
Atlanta, GA 30314

Search Reopened

PROFESSOR OF PREACHING/HOMILETICS

Colgate Rochester Divinity School/
Bexley Hall/Crozer Theological Seminary

The Divinity School invites applications for this tenure-track appointment available immediately.

Training and competence in homiletical communication theory/practice and another theological discipline. Ability and commitment to participate in an interdisciplinary, multi-disciplinary, multi-cultural curriculum. Requirements include a Ph.D. in Theology, Ministry, or related field, and a record of preaching and homiletics. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical.

Review of applications is scheduled to begin September 15, 1992. Please send letter of application, current resume, and three letters of reference to:

Dr. Norman J. Kandel
Chair of the Presiding Search Committee
1100 South Goodman Street
Rochester, NY 14620

The Divinity School is a multi-denominational, multi-racial professional graduate school; an affirmative action, equal opportunity employer.

Consulting/psychology Clinical Psychologist. The University of Illinois at Chicago is seeking candidates for a consulting/psychology position. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical.

Consulting/psychology Clinical Psychologist. The University of Illinois at Chicago is seeking candidates for a consulting/psychology position. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical.

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Santa Cruz County, California

ANNOUNCES FACULTY POSITION

We are searching for faculty to join our dedicated community of faculty and staff. We are seeking energetic, flexible, innovative individuals who wish to join and grow with one of the most highly-respected community colleges in California.

Commanding a sweeping view of Monterey Bay, Cabrillo College serves a diverse district which includes the rich agricultural Pajaro Valley and the vibrant university community of Santa Cruz. The College is particularly interested in minority applicants wishing to help serve our increasingly diverse college population.

If you are interested in joining a special community of faculty and staff, please contact the Cabrillo College Personnel Dept., 6300 Sequel Dr., Aptos, CA 95003; (408) 479-6217 for further information and required applications.

TENURE-TRACK FACULTY POSITION AVAILABLE:

Radiologic Technology Director/Instructor

EMPLOYMENT CONTINGENT ON FUNDING

AND GOVERNING BOARD APPROVAL

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

WEST HILLS
COMMUNITY COLLEGE DISTRICT
DRAMA INSTRUCTOR

West Hills College is accepting applications for a full-time drama instructor responsible for teaching all theatre arts courses and directing all productions (musicals and drama). Minimum Qualifications: Master's degree in drama/theatre arts/production or Bachelor's in drama/theatre arts/production and Master's in comparative literature. Community College credential that permits full-time service as an instructor of Theatre Arts and related technologies. Salary in \$28,100-\$43,065 per year commensurate with education and experience. 1.70 duty day commensurate with education and experience. 1.70 duty day commensurate with education and experience. 1.70 duty day commensurate with education and experience.

Send letter of application, curriculum vitae, and three current letters of recommendation by July 15, 1992. District application and job description may be obtained from and returned to:

West Hills Community College District
Personnel
300 Cherry Lane
Colton, CA 92321
209-938-0801

QUALIFIED MINORITIES, WOMEN, AND OTHER MEMBERS OF PROTECTED GROUPS ARE ENCOURAGED TO APPLY. AFFIRMATIVE ACTION, EQUAL OPPORTUNITY SECTION 504, TITLE IX EMPLOYER.

student discussion of multicultural issues. Salary and benefits are competitive and commensurate with experience and credentials. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical.

Development/Design Drafting and Design. The University of Illinois at Chicago is seeking candidates for a development/design drafting and design position. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical.

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THE AMERICAN UNIVERSITY
WASHINGTON DCSchool of International Service
COMPARATIVE AND
REGIONAL STUDIES FACULTY

The Department of Comparative and Regional Studies invites applications and nominations for tenure-track faculty positions in social history/historical sociology, cross-regional analysis, global and comparative political economy, and regional integration (with emphasis on Europe), beginning Fall 1993. Especially attractive would be candidates with a strong background in international relations and comparative studies, social science research methods, and expertise in major world regions: Europe, Asia, Latin America, Russia and Central Eurasia, the Middle East, or Africa.

It is anticipated that these faculty positions will be at the level of assistant and associate professor. Responsibilities include teaching at the undergraduate and graduate level, an active research agenda, advising students, and participation in Departmental, School and University governance.

Qualifications: Ph.D. or equivalent degree required; record of teaching and research excellence.

Send letter of application, curriculum vitae, teaching evaluation (if available), names of three references, and a writing sample to: CRS Search Committee, School of International Service, The American University - 8071, 4400 Massachusetts Ave., N.W., Washington, D.C. 20064.

The School is committed to faculty diversity and encourages women and minorities to apply. Consideration of materials will begin September 15, 1992.

An EEO/AA university.



Kennesaw State College, a comprehensive and progressive regional college recently recognized as up and coming in U.S. News and World Report, invites applications for a tenure-track position in the Department of Communication. Located in an attractive suburban area of Metropolitan Atlanta, Georgia, KSC is one of the fastest growing colleges in the University System of Georgia, enrolling over 11,000 students in a broad array of high-quality undergraduate and professional graduate programs.

KSC has established a notable record for the inclusion of women and minorities in its educational mission and strongly encourages applications from both groups.

QUALIFICATIONS/RESPONSIBILITIES: Earned doctorate in Communication or related field; proven record of instructional excellence; non-tenure track position; assistant professor position; Ph.D. or equivalent degree required; record of teaching and research excellence.

Send letter of application, curriculum vitae, teaching evaluation (if available), names of three references, and a writing sample to: Dr. Richard Welch, Search Committee Chair, Department of Communication, Kennesaw State College, P.O. Box 444, Marietta, GA 30061; (404) 423-6436.

Affirmative Action, Equal Opportunity Employer

Development/Design Drafting and Design. The University of Illinois at Chicago is seeking candidates for a development/design drafting and design position. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical.

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NIEHOFF PROFESSORIAL CHAIR
LOYOLA UNIVERSITY CHICAGO

Marcella Niehoff School of Nursing

The Marcella Niehoff School of Nursing of Loyola University Chicago invites applications for the Niehoff Professorial Chair. This endowed chair offers an established nurse leader the opportunity to pursue scholarly and research endeavors in a stimulating university environment.

Loyola University Chicago is a Jesuit, Catholic, independent, urban university. The University was founded in 1870 and now consists of 10 schools and an academic health science center. The Marcella Niehoff School of Nursing, established in 1935, offers undergraduate, master's and doctoral programs for approximately 550 students. The School has 51 full-time faculty and offers its educational programs on the Lake Shore and Medical Center Campuses. The School has its own Center for Nursing Research at the Medical Center campus.

The Niehoff Chair reports directly to the Dean of the Marcella Niehoff School of Nursing. The responsibilities include a teaching load of no more than 6 semester hours a year and some participation in the corporate activities of the faculty. In addition, it is expected that the Chair holder will be actively involved in nursing research and scholarship and will act as a mentor and role model for doctoral students and faculty. The holder of the chair will hold the rank of professor and will be granted tenure upon appointment. Salary and benefits are competitive and the starting date is negotiable.

Candidates must possess a graduate nursing degree and an earned doctorate in nursing or a related field and be eligible for the rank of professor in the School of Nursing. In addition to a record of excellence in teaching, candidates are expected to have a distinguished record of research and scholarship in nursing. Leadership ability, effective interpersonal skills, and an appreciation of the philosophy of Jesuit, Catholic higher education are required.

Letters of inquiry and nominations are invited. Letters of application with current curriculum vitae should be sent to:

Dr. Eileen Dvorak, Dean
Marcella Niehoff School of Nursing
Loyola University Chicago
6525 North Sheridan Road
Chicago, Illinois 60626
(312) 508-3254

Loyola University Chicago is an equal opportunity, affirmative action employer.

Department of Secondary, Higher,
and Foundations of Education

Teachers College, Ball State University, historically one of the nation's leaders in the preparation of educators, houses seven departments and enrolls approximately 4000 undergraduate and 400 graduate students. Ball State University has an enrollment of over 20,000 students. The University is located in Muncie, Indiana (population 80,000) which is 140 miles northeast of Indianapolis. Two tenure-track, assistant professor positions will be filled. The positions will begin immediately and continue until the positions are filled.

Position 1: Responsibilities include teaching basic and advanced computer application classes with a focus on CAI and use of technology in instruction. Teaching general methods classes and supervision of field experiences are likely.

Position 2: Responsibilities include clinical supervision and teaching general methods courses in senior high and middle/high/middle school education. Teaching in foundations of education or multicultural education is also a likely assignment.

Minimum Qualifications: An earned doctorate in ABE in secondary education, instructional technology, curriculum and instruction or related subject matter education fields. All doctoral work must be completed by August 25, 1992. At least three successful years of secondary or junior/middle school teaching experience. It is expected that a person appointed to this position will agree to approved activities intended to enhance the professional development of teachers or prospective teachers or other groups or agencies within the educational profession. Preferred Qualifications: Prior successful teaching experience at the college level, direct experience in supervision of instruction, and a record of scholarship in an area of potential assignment, and competence in the application of technology to classroom instruction.

Applications should be sent to a letter of interest in the position, a complete and current vita, official transcripts, and a cover letter. The cover letter should include a recommendation to: Dr. John Strouse, Chairperson, Department of Secondary, Higher and Foundations of Education, TC 905, Ball State University, Muncie, IN 47306. Women and minorities are especially encouraged to apply.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

College, Babson Park, Florida 33827. Equal opportunity employer.

Education: Chair, Division of Business and Social Sciences. Full-time, 12-month position. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical.

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KING'S
COLLEGE

WILKES BARRE, PENNSYLVANIA 18711

SPONSORED BY CONGREGATION OF HOLY CROSS

Announces January 1993 Vacancy

ABOUT THE COLLEGE: King's College is an independent coeducational institution, currently enrolling 1,700 full-time and 600 part-time students. A rigorous core curriculum of liberal studies provides a foundation for nearly thirty major programs in humanities, sciences, social sciences and business. Its strong and expanding undergraduate program in business is regionally recognized for its academic excellence. In an urban Catholic tradition, King's College fosters the religious, moral and social development of its students. The College is located in the center of the City of Wilkes-Barre on the western edge of the Pocono Mountains.

William G. McGowan School of Business

MANAGEMENT: Assistant Professor. Position is renewable and may lead to tenure. Ph.D. or DBA preferred, ABD or professionally qualified will be considered. Applicant to teach undergraduate courses in Principles of Management and Human Resources Management. Emphasis is on quality teaching, with some research expected.

APPLICATION PROCESS: Applications consisting of teaching and research interests, vita, transcripts and three letters of recommendation should be submitted to:

Edward J. Schoen
Dean, William G. McGowan School of Business
King's College
Wilkes-Barre, PA 18711

APPLICATION DEADLINE: August 15, 1992.

KING'S COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER AND SPECIFICALLY INVITES AND ENCOURAGES APPLICATIONS FROM WOMEN AND MINORITIES.

UPPER IOWA UNIVERSITY
Fayette, Iowa

FULL-TIME

SCIENCE FACULTY OPENING

Division of Science and Mathematics

For Fall 1992

Upper Iowa University is a small, four-year, independent liberal arts institution founded in 1857. The University is located in scenic, northeast Iowa near two large recreation areas. It is within 3 1/2 hours' driving distance from Minneapolis, 4 1/2 hours from Chicago, and 1 hour from Des Moines. All teaching positions offer the possibility of teaching for additional competencies. Two tenure-track, assistant professor positions will be filled. The positions will begin immediately and continue until the positions are filled.

Position 1: Responsibilities include teaching basic and advanced computer application classes with a focus on CAI and use of technology in instruction. Teaching general methods classes and supervision of field experiences are likely.

Position 2: Responsibilities include clinical supervision and teaching general methods courses in senior high and middle/high/middle school education. Teaching in foundations of education or multicultural education is also a likely assignment.

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Applications should be sent to a letter of interest in the position, a complete and current vita, official transcripts, and a cover letter. The cover letter should include a recommendation to: Dr. John Strouse, Chairperson, Department of Secondary, Higher and Foundations of Education, TC 905, Ball State University, Muncie, IN 47306. Women and minorities are especially encouraged to apply.

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Southwest Missouri State
UNIVERSITYCollege of Business Administration
Finance and General Business

Applications are invited for the position of Assistant Professor of Business Law, Finance and General Business Department, College of Business Administration and International Center for Southwest Missouri State University. The position is based on a 9-month contract with a preferred starting date of no later than August 17, 1992.

Qualifications: J.D. and master's degree in business administration or accounting are required; however, a J.D. alone will be considered along with evidence of satisfactory progress toward completion of the appropriate master's degree within the next future. Evidence of successful teaching experience is desired. Candidates should either have a proven record of research and publications, or show strong potential for successful research efforts. Experience in the role of university counsel will be a plus. A liberal law desirable. Member of Missouri Bar preferred.

Responsibilities: Responsibilities of this position will include: (1) teaching half time (9 credit hours per semester) undergraduate courses in business law and (2) providing legal counsel to the university administration on day-to-day operating activities.

Rank and Salary: Assistant Professor salary competitive and dependent upon experience and qualifications. University, the College and the Department.

SMU has over 20,000 students. The College of Business Administration has over 4,300 undergraduates and 200 master's-level students. The Finance and General Business Department is one of six departments in the college with 22 full-time faculty members and approximately 1,000 undergraduate majors. The department offers the B.S. degree with majors in Finance, Insurance, Real Estate, General Business and the MBA with a concentration in Finance. Additional programs are to be developed at both the graduate and undergraduate levels.

The University is located in Springfield, the third largest city in Missouri, with a metropolitan population of over 210,000. Springfield and southwest Missouri are among the fastest growing areas in the region.

Applications: Screening of applicants will begin on July 1 and continue until the position is filled. Send letter of application, complete resume, official transcripts and three letters of recommendation to: Dr. George Swartz, Acting Dean, Department of Finance and General Business, Southwest Missouri State University, Springfield, Missouri 65804-0094; phone 417-858-5554.

SMU is an Affirmative Action, Equal Opportunity Employer.

THE AMERICAN UNIVERSITY
WASHINGTON DCINTERNATIONAL POLITICS
AND FOREIGN POLICY FACULTY

The School of International Service of The American University invites applications for tenure-track faculty positions in international politics and foreign policy to begin academic year 1993-1994.

It is anticipated that these faculty positions will be at the rank of assistant professor, but applications at the rank of associate professor will also be considered. Responsibilities will include teaching, research, and research supervision at both undergraduate and graduate levels, advising students, and participation in Departmental, School, and University governance.

Qualifications: Ph.D. or equivalent degree in a related discipline required; record of teaching and research excellence. Priority areas of expertise are: international economics, international communication, foreign policy, normative international relations theory, global security/conflict resolution and international law. Within these specialties, preference where appropriate will be given to applicants with expertise in political culture, ethnicity, nationalism, global technology, and social science research methods.

Send letter of application, curriculum vitae, representative publication, evidence of teaching ability and names of three references to: IFPP Faculty Search Committee, School of International Service, The American University, 4400 Massachusetts Ave., N.W., Washington, D.C. 20064-5071.

Consideration of nominations and applications will begin September 15, 1992, and continue until the positions are filled. An EEO/AA university. Minorities and women are encouraged to apply.

College, Babson Park, Florida 33827. Equal opportunity employer.

Education: Chair, Division of Business and Social Sciences. Full-time, 12-month position. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical.

Education: Chair, Division of Business and Social Sciences. Full-time, 12-month position. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical. The position is for 10 months a year, with a 10-month sabbatical.

ELIZABETH CITY STATE UNIVERSITY

Elizabeth City State University is one of sixteen constituent universities of The University of North Carolina and is located in northeastern North Carolina. It serves a clientele of approximately 1800 students.

I. DIVISION OF ACADEMIC AFFAIRS

DIRECTOR OF INCENTIVE SCHOLARSHIPS Qualifications: An earned doctorate. At least three years' administrative experience at the higher education level desired. Responsibilities: Perform counseling functions with enrollees in the program and provide statistical data necessary to document the program.

DIRECTOR, TEACHER EDUCATION/STUDENT TEACHING Qualifications: An earned doctorate in an area of education. Responsibilities: Provide effective leadership for the teacher education program and develop both short- and long-range planning for coordinating the appropriate placement of eligible student teachers.

WOMEN'S BASKETBALL COACH Qualifications: Master's degree or the equivalent. Qualify to work in some other capacity on campus.

II. DIVISION OF DEVELOPMENT AND PLANNING

VICE CHANCELLOR FOR DEVELOPMENT & PLANNING Qualifications: An earned doctorate degree in the area of administration and higher education as it relates to planning, development, and institutional research or the equivalent. Expected to assume full management, administrative, and supervisory responsibility in all assigned programs and activities.

PROJECT MANAGER, COMMUNITY DEVELOPMENT PROGRAM Qualifications: Master's degree in Urban/Regional Planning; supplemented by courses in public administration and sufficient planning experience when combined with the master's degree equals four years.

DIRECTOR, SMALL BUSINESS & TECHNOLOGY CENTER Qualifications: Master's degree in Business Administration or the equivalent, with three to five years' experience in managing and assisting entrepreneurs to facilitate the continuing success of new and existing small businesses.

III. DIVISION OF STUDENT AFFAIRS

NURSES AIDE Qualifications: Certified as nurse's aide in North Carolina. At least one year's experience working as a nurse's aide. Experience with athletic teams as trainer preferred.

DIRECTOR OF ADMISSIONS Qualifications: Master's degree in student personnel, business administration or related field preferred. Bachelor's degree will be considered with three to five years' experience in admissions.

IV. BUSINESS AND FINANCE

RECYCLING COORDINATOR Qualifications: Bachelor's degree with a preferred concentration in marketing or related sciences. Please submit one application or resume for each position of interest, three (3) letters of recommendation and official college transcripts to: Elizabeth City State University, Personnel Office, Box 944, Elizabeth City, NC 27801. Closing date: July 24, 1992, or until filled. For further information, please call (919) 335-3232.

Elizabeth City State University is an AFFIRMATIVE ACTION, EQUAL OPPORTUNITY employer and applicant will be accepted without regard to age, race, color, creed, sex, and national origin. WE HIRE ONLY U.S. CITIZENS AND LAWFULLY AUTHORIZED ALIEN WORKERS. YOU MUST BE ABLE TO PROVIDE DOCUMENTATION OF EMPLOYABILITY AND IDENTITY BASED ON THE LAW.

University of Wisconsin-Marathon Center

SEARCH REOPENED
Director of Student Services

The University of Wisconsin Center-Marathon County invites applications for the position of Director of Student Services. The Director is responsible for the supervision and administration of the overall program, which includes eight professional and clerical staff members. A member of the academic staff, the Director reports directly to the Campus Dean.

The UW Center-Marathon, one of 13 University of Wisconsin Centers, is a residential liberal arts transfer institution with an enrollment of 1,200 students. The campus is in Waupun, a metropolitan area 140 miles north of Madison with a population of over 70,000 people. In addition to credit instruction, the Center provides continuing education and cultural and fine arts resources in a very supportive community.

The Director of Student Services supervises high school relations, recruiting, admissions, financial aid, academic advising, counseling, student activities, and residence hall management; provides liaison with baccalaureate institutions and the community; develops and monitors the Student Services Building.

An earned doctorate and supervisory experience preferred. Master's degree and broad experience in the areas listed above required. Experience should include 3-5 years of full-time employment in Student Services functions at the college/university level. Demonstrated effectiveness in working with students, staff, faculty, and parents is required; further, the individual should be capable of effectively representing UWMC in a public setting.

Salary: Competitive, based on experience and education.

Send letter of interest, resume, and three references by July 28, 1992 to Sally Paul, Search & Screen Committee Secretary, University of Wisconsin Center-Marathon County, 518 S. 7th Ave., Waupun, WI 54981-5396.

A list of all nominees and applicants, except those who request confidentiality may be provided.

The University of Wisconsin Center-Marathon County is an affirmative action, equal opportunity employer and encourages women, members of minority groups, handicapped persons, and veterans to apply.

Azusa Pacific University
DIRECTOR OF
DEGREE COMPLETION PROGRAM

Azusa Pacific University is seeking applications and nominations for this 12-month administrative position. The university is in the process of developing a degree completion program and is seeking immediate leadership for the program. The first offering is a business administration degree.

Initially, the director reports to the Dean of the School of Business and Management and is responsible for development of the program, hiring and supervision of professional staff, interacting with faculty, deans, and appropriate committees.

Requirements: A doctorate. In addition, candidates must exhibit a strong Christian commitment and must show significant experience and demonstrated leadership in degree completion programs.

Compensation: Salary and benefits are competitive with similar institutions.

Application procedures: Send letter of application, vita, and names, addresses, and phone numbers of four references to: Azusa Pacific University, Attention: Dr. Don Grant, Assistant to the President, 901 E. Aloha Ave., Azusa, CA 91702. After preliminary screening, an APU faculty application will be sent to selected applicants for completion and submission, along with official copies of transcripts. Screening of applicants will begin immediately and will continue until the position is filled.

Azusa Pacific University is a distinctive Christian, coeducational, liberal arts university, accredited by the Western Association of Schools and Colleges. It offers educational opportunities for baccalaureate and master's degrees. As an evangelical Christian institution, APU affirms the supremacy of Christ in all areas of life and expects its employees to model Christian values in their professional and nonprofessional activities.

Azusa Pacific University does not discriminate on the basis of race, sex, religion, national or ethnic origin, or status as a parent in its programs, policies, or procedures. Minorities and women are invited to apply.

SOUTH PUGET SOUND
COMMUNITY COLLEGE

South Puget Sound Community College is hiring Director of Financial Aid and Student Employment. This is an administrative/exempt position. Master's degree and related field. Demonstrated experience in the operation and management of student financial aid programs and a commitment to working with a diversity of students also required. Applications received by 4:30 p.m., Friday, August 7, 1992 will receive full consideration. Excellent benefits package. For required application materials and information contact the Personnel Office, 306 AVEOE.

South Puget Sound Community College is an Affirmative Action, Equal Opportunity Employer.

Assistant professor, tenure-track, beginning September 1992. Applicants must have the Ph.D. and significant publications, and be able to teach and supervise graduate students. Preference will be given to those with experience in teaching and supervising graduate students. Applications received by 4:30 p.m., Friday, August 7, 1992 will receive full consideration. Excellent benefits package. For required application materials and information contact the Personnel Office, 306 AVEOE.

Instructional Design/Technology Instructional Systems Specialist. Department of Instructional Technology, University of Wisconsin Center-Marathon County, Waupun, WI 54981-5396. This position reports to the Vice President for Instructional Technology. The position is responsible for the development, implementation, and evaluation of instructional technology programs. The position is also responsible for the development, implementation, and evaluation of instructional technology programs. The position is also responsible for the development, implementation, and evaluation of instructional technology programs.

Instructional Design/Technology Instructional Systems Specialist. Department of Instructional Technology, University of Wisconsin Center-Marathon County, Waupun, WI 54981-5396. This position reports to the Vice President for Instructional Technology. The position is responsible for the development, implementation, and evaluation of instructional technology programs. The position is also responsible for the development, implementation, and evaluation of instructional technology programs. The position is also responsible for the development, implementation, and evaluation of instructional technology programs.

Loyola University Chicago
DIRECTOR,
CAREER CENTER

Loyola University Chicago is a private, Catholic, Jesuit University with a diverse undergraduate and graduate population of 15,800 students. Guided by a comprehensive career development model, the Career Center provides both career counseling and placement services to students from four Chicago area campuses, as well as alumni.

Reporting to the Dean of Counseling and Developmental Services, the selected candidate will be responsible for ongoing development, administration and evaluation of Career Center educational programs and services focusing on career exploration, self-assessment, action planning and partial time job opportunities. The director provides leadership and directs a staff of 11 in the development and implementation of goals that are in concert with the University's enrollment development philosophy. Internally, the director maintains institutional relationships with academic and student affairs administrators. Externally, the director is responsible for establishing/maintaining contact with the employment community.

To qualify, you must possess substantial experience with placement and career counseling responsibilities. In addition, significant administrative experience and a master's degree in a related field are required. Demonstrated effectiveness in working with students, staff, faculty, and parents is required; further, the individual should be capable of effectively representing UWMC in a public setting.

Loyola offers a competitive compensation and benefits package, commensurate with experience and ability. Please submit letter of application, resume/curriculum vita with names and addresses of three references by August 14th to:

LOYOLA UNIVERSITY CHICAGO
Mr. Stan Hewitson
Human Resources
Loyola University
6525 N. Sheridan Road
Chicago, IL 60625

Loyola University Chicago is an Affirmative Action, Equal Opportunity Employer. The College strongly encourages the application of women and minorities.

DIRECTOR OF
FUND RAISING/DEVELOPMENT
College of Agricultural Sciences

RESPONSIBILITIES: The Director will report to the Associate Vice President for Development, Office of Institutional Advancement, and will coordinate with the Associate Dean for Administration and Development, Agriculture and Natural Resources. The Director will be responsible for organizing and directing fundraising activities and programs within the College of Agricultural Sciences which involve direct private support from corporations, foundations, and individuals. The Director will provide leadership and coordination for fund-raising activities which contribute to the mission of the College of Agricultural Sciences. The Director will identify potential areas of funding from industry and other agencies and assist in the development and presentation of proposals. The Director will direct and coordinate a capital campaign.

MAJOR QUALIFICATIONS: The ideal candidate will have an earned doctorate from a recognized institution or a suitable combination of academic and professional background. The professional experience must include 2 or more years of experience in fund raising. Good communication skills, sound business principles and judgment and communication skills are essential. The individual must be able to work with corporate management and public officials as well as state, federal, and local officials in the state, region, and nation.

CLOSING DATE: August 15, 1992 or until a suitable candidate is found. The position will be available October 15, 1992.

CONTACT: Letter of application, personal resume and names, addresses and telephone numbers of 5 references should be sent to:

Dr. James H. Dumas
Chairman, Search Committee
Agriculture and Natural Resources
101 Burr Hall, Clemson University
Clemson, SC 29634-5901
Phone: 803/656-3015

Clemson University is an Affirmative Action, Equal Opportunity Employer.

Western State College of Colorado, Gunnison, Colorado 81230
DIRECTOR OF PHYSICAL PLANT

Western State College of Colorado, a public college of the liberal arts and sciences, serving 2,500 students, is located in a mountain community of 4,800, two hundred miles southwest of Denver.

The Director of Physical Plant is responsible for a physical plant consisting of 45 buildings, one million square feet, 132 landscaped acres, 200 acres of construction of buildings; routine repair and maintenance of buildings, equipment, and grounds; development, planning, coordination, scheduling, supervision and administration of all phases of the Physical Plant. The Director reports to the Vice President for Administrative Services. The following staff and program areas report to the Director of Physical Plant:

- Housekeeping Services
- Grounds Department
- Safety and Security
- Facilities Management, plumbing, HVAC, carpentry
- Boiler Plant Operation
- Plant Vehicle Maintenance
- Warehouse

CRITERIA:
• Education—Certified Architect or Registered Engineer, preferred.
• Experience—Demonstrated experience in the construction and renovation processes, from planning and bidding to supervision of contractors, including required liaison with various state agencies; budget preparation and execution; supervision of building and mechanical trades.
• Management, leadership, planning and communication skills.

Salary and benefits competitive.

Nominations are invited. Send applications including letter of interest, philosophy statement of the role of the Physical Plant in an undergraduate college, letters of introduction, a resume, academic and professional credentials and the names, addresses and telephone numbers of three references, none of whom will be contacted without permission of the candidate, to: Chair, Director of Physical Plant Search Committee, c/o Vice President of Administrative Services, 208 Taylor Hall, Western State College, Gunnison, Colorado 81231. Applications and nominations must be postmarked no later than August 15, 1992. The successful candidate is expected to assume the office no soon as possible, but no later than November 1, 1992.

Western State College is an Affirmative Action, Equal Opportunity Employer. The College strongly encourages the application of women and minorities.

COMPUTER TRAINING
SPECIALIST
INFORMATION SERVICES

Assists in the planning, designing and implementation of the Computer Education Program (CEP) and its related courses. The CEP is a computer training program focused on improving the computer skills of University faculty, staff, and students. Additional responsibilities include overall upgrades and functioning of two computer training facilities, Novell and AppleTalk.

Qualified candidate will ideally hold a Bachelor's degree, possess three years of computer-related coursework development and teaching experience, and a minimum of three years general applications work on DOS or Macintosh computer systems. Interpersonal skills needed to work with a variety of people. Ability to translate highly technical information into layperson's terms and the patience to work well with beginning users a must. Novell System Administration experience required.

Interested candidates submit letter and resume by July 24, 1992 to:

Department of Human Resources
University of Notre Dame
Notre Dame, IN 46556

We accept electronic resumes at Internet:
Douglas, R. Humpal, @nd.edu

Notre Dame is an Equal Opportunity/Affirmative Action Employer M/F/H/V

International Studies/Programs Coordinator. The Center for International Studies of the University of Notre Dame is seeking a Coordinator for a full-time position. The position is responsible for the coordination of international studies programs and activities. The position is also responsible for the development, implementation, and evaluation of international studies programs. The position is also responsible for the development, implementation, and evaluation of international studies programs.

International Studies/Programs Coordinator. The Center for International Studies of the University of Notre Dame is seeking a Coordinator for a full-time position. The position is responsible for the coordination of international studies programs and activities. The position is also responsible for the development, implementation, and evaluation of international studies programs. The position is also responsible for the development, implementation, and evaluation of international studies programs.

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Program Manager, Ocean Optics

The Office of Naval Research is seeking a highly qualified individual to plan and manage a contract research program in optical oceanography. The sponsored research is conducted principally at universities and private laboratories, with research performed by leading scientists in the field. This is a Civil Service position at the GS-14 or 15 level (\$54,607 - \$83,502), depending on qualifications.

The individual selected will establish goals for and conceive, organize and direct research and development programs in new areas of optical oceanography with emphasis on theoretical and experimental aspects of oceanographic radiative energy transfer, ocean color, visibility/imaging, and particulate optics. The incumbent will identify new research opportunities, communicate ONR interests to the scientific community, evaluate and select research proposals for funding, manage available resources, and represent the program within the Navy and DoD. This position provides the challenge and opportunity to have a creative and significant impact on the direction and quality of research conducted at the national level. Additionally, the opportunity exists to establish or maintain an individual research program at an academic institution or government laboratory.

Applicants must have a Ph.D. or equivalent training in optical oceanography or in an area related to optical oceanography, and at least one year of professional experience or an equivalent combination of education and experience. To be qualifying, this experience must have been at a level of difficulty and responsibility equivalent to that of the next lower grade in the Federal Service. Demonstrated research experience is preferred.

Interested persons should send a resume, list of publications and a Standard Form 171, Application for Federal Employment (available at Federal Job Information Centers or from the address below), to:

OFFICE OF THE CHIEF OF NAVAL RESEARCH
Civilian Personnel Division, OCNR Code 01242
Attn: Announcement #92-18 (CHE)
800 North Quincy Street
Arlington, VA 22217-5000

Applications will be accepted through 28 August 1992 and must be received by that date. Applicants are requested to complete the appropriate supplemental forms. For further information and supplemental forms, please call (703) 696-4705 or Telecommunication Device for the Deaf (703) 696-2681.

U.S. Citizenship Required

An Equal Opportunity Employer

INFORMATION ANALYST

Alfred University seeks experienced professional to develop information for use by management and other constituencies. Analyst will report to the Vice President for Business & Finance.

Qualifications: The successful applicant will have

- Experience in developing management information from raw financial and operating data;
- Strong writing skills and demonstrated ability to develop clear reports for constituencies needing different levels of detail; and
- Proficiency with PC-based spreadsheet, graphics, and word processing software.

Other qualities should include energy, sense of humor, inquiring mind, and commitment to producing highest quality work on time. Position requires self-starter with good listening skills who can function as a member of a closely-knit team. Bachelors' degree in appropriate discipline required.

Application Procedures: Qualified applicants may send resume with cover letter explaining why you are a strong candidate to Director of Personnel, Alfred University, 28 North Main Street, Alfred, New York 14802. Review of applications begins July 1, and continues until position is filled. EOE/AA.

PERSONNEL RELATIONS
FLORIDA STATE UNIVERSITY
216 WILLIAM JOHNSON BLDG., R-49
TALLAHASSEE, FLORIDA 32306-1001

FLORIDA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION, EEO EMPLOYER.

Two Administrative
Positions

Financial Aid Director—Minimum 3-5 years' experience handling federally funded financial aid at a four-year institution. Candidates must have compelling skills and a baccalaureate degree in accounting. Salary will be based on experience and qualifications. Send resume and references to address below.

Grant Writer—Three years' experience in a baccalaureate institution or educational non-profit organization. Baccalaureate degree necessary; science background preferred. Salary based on experience and qualifications. Send resume, vita, writing sample and references to John R. Jones, Director of Program Development, Kees College, 3995 North Rogers Avenue, Chicago, IL 60640.

Kees College is an Equal Opportunity Employer. Inquiries welcome, Call 312-725-1925.

Library Assistant Professor. The University of Michigan is seeking a candidate for a full-time position. The position is responsible for the coordination of library services and activities. The position is also responsible for the development, implementation, and evaluation of library services. The position is also responsible for the development, implementation, and evaluation of library services.

DIVISION OF STUDENT AFFAIRS

Florida State University

DIRECTOR

UNIVERSITY COUNSELING CENTER

RESPONSIBILITIES: The Director, University Counseling Center is responsible for providing direction of a student development and counseling service organization serving a student body of 28,000 students on a residential campus. The Director will plan, organize and implement a comprehensive psychological counseling program, including special outreach programs for women, minority, and non-traditional students. The Director reports to the Vice President for Student Affairs.

QUALIFICATIONS: Must be licensed as a psychologist and meet requirements as established by the American Psychological Association, which includes a doctorate degree and a supervised practicum experience. Five years' senior level experience in a college or university counseling center or mental health program is essential.

SALARY: \$35,920-\$64,700 (salary commensurate with education and experience).

APPLICATION DEADLINE: Applications must be received by August 8, 1992. To apply, send a cover letter and two copies of your resume, and three letters of reference to:

PERSONNEL RELATIONS
FLORIDA STATE UNIVERSITY
216 WILLIAM JOHNSON BLDG., R-49
TALLAHASSEE, FLORIDA 32306-1001

FLORIDA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION, EEO EMPLOYER.

Library Head of Media Services. Responsible for coordination of College-wide media services and supervision of 3.5 FTE. Duties include equipment acquisition, editing, graphic arts and video production, and other services. Must have other a Master's in educational media or an ALA-accredited Master's in library science, with at least two years of experience in media services. Salary: \$37,000.

Library Assistant Professor. The University of Michigan is seeking a candidate for a full-time position. The position is responsible for the coordination of library services and activities. The position is also responsible for the development, implementation, and evaluation of library services. The position is also responsible for the development, implementation, and evaluation of library services.

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every week in The Chronicle.

MISSOURI COORDINATING BOARD
FOR HIGHER EDUCATION

Two Vacant Positions

Research Associate for Planning and Academic Programs
Responsibilities: The successful candidate will conduct research and analysis on issues before the Missouri Coordinating Board for Higher Education including—but not limited to—new academic program proposals, existing program reviews, articulation and transfer, and issues in Missouri higher education. He or she may assist in the administration of selected ongoing programs such as the Education for Economic Security Act as well as the development of short-term special projects. The person holding this position will also be expected to serve as liaison with two-year and four-year colleges and universities as well as other state agencies as assigned.

Qualifications: This is a staff level professional position. The successful candidate will have earned at least a master's degree in a recognized academic discipline; will have strong analytic skills and the ability to synthesize information; and will have excellent written and oral communication skills. One to three years of teaching or administrative experience would be very desirable. Familiarity with statistical analysis, microcomputer databases, academic program evaluation, and community college issues would be a strong plus.

Research Associate for Planning and Federal Grant Programs
Responsibilities: The successful candidate will have major responsibility for administration of grants made under the Eisenhower Mathematics and Science Education Act and will be responsible for the act's oversight and reporting requirements. He or she will also be expected to support Missouri's SSI grant from NSF if our application is funded as well as to conduct research and analysis on issues before the Missouri Coordinating Board for Higher Education. These latter issues typically include new academic program proposals, reviews of existing programs, and special projects related to academic programs and institutional planning. The person holding this position will also be expected to serve as liaison with two-year and four-year colleges and universities as well as other state agencies as assigned.

Qualifications: This is a staff level professional position. The successful candidate will have earned at least a master's degree in a recognized academic discipline; will have strong analytic skills and the ability to synthesize information; and will have excellent written and oral communication skills. One to three years of teaching or administrative experience in mathematics or science would be very desirable. Familiarity with budget preparation and evaluation would be a strong plus.

FOR BOTH POSITIONS:

Salary: Starting compensation will be competitive depending on qualifications and experience plus the standard state of Missouri benefit package.

Applications: Completed applications must include a letter of application, resume of education and employment experience, and the names, addresses, titles, and telephone numbers of at least three references. Review of applications will begin July 17 and will continue until the position is filled. Potential interviewees will be expected to provide academic transcripts and a recent professional writing sample. Submit all materials to:

Mrs. Janet Butcher
Senior Associate for Accounting Services
Missouri Coordinating Board for Higher Education
101 Adams Street
Jefferson City, MO 65101
An Equal Opportunity Employer

GETTYSBURG

Assistant Director
of Financial Aid

This position will assist in all the duties of the Financial Aid Office in reviewing and processing Financial Aid. The successful candidate will be responsible for advising prospective and enrolled students and their families concerning Financial Aid resources available to them. Some responsibilities in coordinating efforts with the Admissions Office will also be expected.

Entry level candidates will be considered but some financial aid experience is preferred. Gettysburg College is a highly selective liberal arts college located within an hour and one-half of the Washington/Baltimore area. It is an Equal Opportunity, Affirmative Action Employer; women and minorities are encouraged to apply.

Resumes should be forwarded by July 17 to Ronald Shunk, Director of Financial Aid, Gettysburg College, Gettysburg, PA 17325.

Measurement/Evaluation Specialist: Requires M.S. degree (desirable), two years' experience working in measurement and evaluation, and skills with microcomputer data management and analysis. Work with development of local assessment and data analysis outcome-based evaluation and accreditation processes. Ongoing twelve-month year position. Salary range \$20,000-\$24,000 per year. Send resume and three letters of recommendation to: John M. Dawson, Ph.D., Department of Educational Evaluation, Vanderbilt University, Nashville, Tennessee 37232-2550. Equal Opportunity Employer.

Medical Staff/Physician: Medical Staff/Physician (Technical Associate II). Requires clinical background and clinical education. Responsibilities for student support of physiological and behavioral research on cancer patients. Uses a computer system and statistical software to analyze data. Analyzes data with statistical software. Analyzes data with statistical software. Analyzes data with statistical software.

Mechanical/Materials Engineering: Research Instructor—Department of Orthopedics and Rehabilitation, Vanderbilt University. Requires M.S. degree in Mechanical Engineering, experience in mechanical testing, materials characterization, stress and failure analysis, corrosion, and nondestructive testing in metals. Experience with microscopy (SEM, TEM), and computer programming and image analysis also required. Responsibilities include teaching biomechanical and orthopedic research techniques to residents, medical students and engineering students; formulating experimental protocols; analyzing results; and maintaining laboratory equipment. Submit curriculum vitae, a statement of research interests and objectives, and three letters of recommendation to: John M. Dawson, Ph.D., Department of Educational Evaluation, Vanderbilt University, Nashville, Tennessee 37232-2550. Equal Opportunity Employer.

Medical Staff/Physician: Medical Staff/Physician (Technical Associate II). Requires clinical background and clinical education. Responsibilities for student support of physiological and behavioral research on cancer patients. Uses a computer system and statistical software to analyze data. Analyzes data with statistical software. Analyzes data with statistical software.

Medical Staff/Physician: Medical Staff/Physician (Technical Associate II). Requires clinical background and clinical education. Responsibilities for student support of physiological and behavioral research on cancer patients. Uses a computer system and statistical software to analyze data. Analyzes data with statistical software. Analyzes data with statistical software.

DIRECTOR
RESEARCH SERVICES DIVISION
Institute of Paper Science and Technology

The Institute of Paper Science and Technology is seeking a dynamic entrepreneurial individual to direct the Research Services Division. This division provides technical support services for the education and research activities of the Institute, as well as providing related services to external organizations. The division encompasses four laboratories focusing on paper analysis, chemical analysis, microscopy and fiber analysis, and optical properties. The Director reports to the Vice President—Research and Academic Affairs, provides overall technical and administrative leadership for the activities of the Division, and is responsible for extensive client contact and proposal preparation.

Qualifications: This position requires an advanced degree or equivalent in a relevant field of science or engineering, an outstanding record of technical accomplishments in a technical environment, and evidence of progressive responsibility for managing technical activities. Preferred qualifications include an in-depth knowledge of pulp and paper science and technology and/or experience in managing technological laboratories.

The Institute of Paper Science and Technology (IPST), founded in Appleton, Wisconsin in 1929, is a privately funded 501(c)(3) graduate research university and offers accredited programs leading to M.S. and Ph.D. degrees. In 1989, the Institute formed an alliance with the Georgia Institute of Technology and relocated operations to Atlanta, Georgia. The Institute is located in a state-of-the-art facility on the Georgia Tech campus and has a research facility four blocks away.

A complete application must include a letter of application, current resume, and names, addresses and telephone numbers of at least three professional references.

Applications should be submitted to:

Personal Manager
Institute of Paper Science and Technology
176 14th Street, NW
Atlanta, Georgia 30318

Screening of applicants will begin immediately and will continue until an appointment is made.

The Institute of Paper Science and Technology is an Affirmative Action, Equal Opportunity Employer.



SCRIPPS COLLEGE

Director of Public Relations
and Communication

The Director of Public Relations and Communication at Scripps College is responsible for all media relations and publications for the College. The Director works with the President and other members of the College staff to develop and implement an annual public relations plan. The Director coordinates public relations, including management of the graphic design concepts, photography, and editorial functions. This person serves as the College's primary contact with local, regional, and national media.

The Director must have excellent oral and written communication skills; exhibit strong interpersonal relations and managerial ability; demonstrate successful experience in implementing and managing a media and public relations program; strong interest in the values and mission of a liberal arts college for women; Bachelor's degree required. Salary commensurate with experience. Excellent benefit program.

Candidates should submit a letter of application, resume, and the names and addresses of three references to:

Linda Davis Taylor
Vice President, College Relations
Scripps College
1030 Columbia Avenue
Claremont, CA 91711
ANEO

Middle Tennessee State University
AREA COORDINATOR
UNIVERSITY HOUSING

DUTIES AND RESPONSIBILITIES: To carry out a wide variety of professional administrative tasks in the management of a group of residence halls which house approximately 700 residents and carry out a group of residence halls which house approximately 700 residents and carry out a group of residence halls which house approximately 700 residents.

Qualifications: Requires a Bachelor's degree and two years of work experience in a residence hall program. A Master's degree in Student Personnel Administration or related field may be substituted for the experience requirement.

Salary: \$15,500 annually plus furnished apartment and paid utilities.

REQUIREMENTS: Interested applicants should file (1) a cover letter indicating interest in the position (SPECIFICALLY THE ABOVE JOB TITLE IN YOUR LETTER); (2) a current resume including educational and professional background; (3) 3 letters of references; and (4) an MTSU Application for Employment Form (available by calling 615-896-2929).

SUBMIT APPLICATION MATERIALS TO:
PERSONNEL OFFICE
MIDDLE TENNESSEE STATE UNIVERSITY
MURFREESBORO, TENNESSEE 37132
An Equal Opportunity, Affirmative Action Employer

The most extensive listing anywhere of jobs available in higher education — every week in The Chronicle.

DIRECTOR

The Southern Technology Council seeks a dynamic individual to serve as its Director. The Council—one of the South's preeminent regional economic development research organizations—works to improve the region's economy by the development of policies and programs relating to science and technology, including industrial modernization and education.

The Director is responsible for development of policies and programs; pilot project development and implementation at regional and state levels; preparation of research reports, articles, speeches, and proposals; management of on-going projects; and direction of the work of staff and consultants.

The successful candidate for this position will be an innovative, aggressive individual with the ability to build the organization. A combination of graduate work or field-related experience in both economic development and science or engineering is required; experience or education in public policy, education, and industry would be a plus. Strong administrative and management, fundraising, and verbal and written communication skills are necessary, as is a knowledge of state government.

Application review will begin immediately and continue until the position is filled. For a full job description and application, write to Search Committee, Southern Technology Council, P.O. Box 12293, Research Triangle Park, NC 27709.



Southern Technology Council

CURATOR OF
SPECIAL COLLECTIONS

RANK: Associate Professor or higher (renewable, fixed-term appointment). **DUTIES AND RESPONSIBILITIES:** Reports to the University Libraries Administration Special Collections Department, consisting of 16,000 handwritten manuscripts, 125,000 historical photographs, and 30,000 rare books and Oregon materials. Supervises two professional and two classified staff. Responsible for collection development including donor solicitation, publications, reference and research assistance, and security. May teach and counsel through the Library Instruction Program or serve as a guest lecturer at other academic departments. May serve on Library and University committees. Performs special projects as assigned. **QUALIFICATIONS:** Required: M.S. from ALA accredited library school, or graduate degree in appropriate subject area, preferably with course work in rare books and manuscripts; minimum five years' experience in special collections in academic or research library; excellent oral and written communication skills; demonstrated administrative ability and leadership qualities; supervisory experience; public relations experience; and ability to work successfully with Library and University faculty and staff. Also desired: record of achievement in related professional organizations, and teaching knowledge of one or more foreign languages. **SALARY:** \$47,500-\$53,000 for twelve month appointment. Appointment beyond the minimum salary will be dependent upon qualifications, prior experience, and demonstrated merit. Fringe benefits include dental and vision insurance, and a 401(k) plan. **APPLICATION DEADLINE:** Applications received on or before August 31, 1992 will be given priority consideration. **TO APPLY:** Send cover letter, resume, names, addresses, and telephone numbers of four references to: Ms. Jane Stambaugh, Personnel Librarian, Knight Library, University of Oregon, Eugene, Oregon 97403-1299; (503) 346-1895, (503) 346-3094 (fax).

The University of Oregon is an Affirmative Action, Equal Opportunity Employer. The University of Oregon is an Affirmative Action, Equal Opportunity Employer. The University of Oregon is an Affirmative Action, Equal Opportunity Employer.

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BULLETIN BOARD: Positions available

WAKE FOREST
UNIVERSITYDirector
Intercollegiate Athletics

Wake Forest University, located in Winston-Salem, North Carolina, is a private 150-year-old liberal arts university with approximately 5,300 students and 800 faculty in six schools (including the Bowman Gray School of Medicine).

The University invites nominations and applications for the position of Director of Athletics. The Director reports to the President of the University and administers the intercollegiate athletics program consisting of 16 sports for women and men and a permanent full-time staff of 100. The University is a member of Division I-A of the NCAA and of the Atlantic Coast Conference.

The Director provides leadership for the accomplishing of goals of the athletic program and contributes significantly to the realization of the goals of the University as a whole. The Director is accountable for supervision of the personnel of the athletic department, including securing and managing fiscal resources, selecting coaches and other personnel, scheduling and negotiating contracts, promoting the programs of the department, communicating with and through the media, overseeing and developing facilities, and working with alumni and other support groups.

Candidates must possess a Bachelor's degree as a minimum, with further study preferred. Successful administrative experience is preferred, along with evidence of personal and professional integrity, commitment to NCAA rules compliance, and support of academic and affirmative action goals.

The position offers a competitive salary and benefits. The individual selected for this position will be expected to join the University as soon as feasible.

Applications and nominations, accompanied by resume, will be reviewed beginning immediately. They should be received by July 15, 1992.

Correspondence should be addressed to:

Edwin G. Wilson
Chair, Search Committee
Wake Forest University
Box 7269 Reynolds Station
Winston-Salem, North Carolina 27109

Wake Forest University is an Affirmative Action, Equal Opportunity Employer.

ASSISTANT OR ASSOCIATE
DIRECTOR/EMPLOYER RELATIONS
MANAGER CAREER PLANNING
& PLACEMENT

Responsible for the administration, coordination, development and expansion of the inter-campus recruiting and internship programs. Involves coordination of workshops and career fairs; production of office newsletters and related publications, as well as management of the graduate and professional testing program.

M.A./M.S. in student personnel, counseling or related areas required, or candidate for appropriate degree. 2-3 years' experience in higher education or human resources, with a strong emphasis in career counseling preferred. Some evening and weekend hours required.

SEND RESUME with salary requirements to: Office of the Dean of Student Services/Career Planning & Placement, FORDHAM UNIVERSITY, McGinty Center, Room 224, Bronx, New York 10458.

Deadline: July 24, 1992

FORDHAM University

An Equal Opportunity/Affirmative Action Employer

Send resume and three letters of reference to: Office of the Dean of Student Services/Career Planning & Placement, FORDHAM UNIVERSITY, McGinty Center, Room 224, Bronx, New York 10458.

Send resume and three letters of reference to: Office of the Dean of Student Services/Career Planning & Placement, FORDHAM UNIVERSITY, McGinty Center, Room 224, Bronx, New York 10458.

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Assistant Director
of Admissions

Lock Haven University is located in Lock Haven, Pennsylvania, in the central region of the state along the West Branch of the Susquehanna River. With an enrollment of 3,700 students, including a branch campus in Clearfield, Pennsylvania, it is a multi-purpose institution offering bachelor's degrees in disciplines in the Arts and Sciences, Education and Human Services. The library contains over 340,000 volumes and 1,331 periodicals. Lock Haven University is one of the fourteen institutions in the State System of Higher Education with a special mission in the area of International Education.

Responsibilities: The Assistant Director of Admissions will assist in all phases of admissions work, including such areas as credential evaluation, prospective students, and extensive off-campus recruitment activities which will require coordination and implementation.

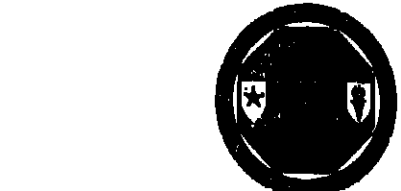
Qualifications: A master's degree is preferred and admissions experience or related experience is desirable. The position requires accomplished planning and organizational skills along with the ability to communicate effectively and relate to various publics. An individual with Salary: Commensurate with qualifications. Salary range begins at \$28,016 for 12 months; paid holidays, paid vacation, life insurance, dental and vision care plans.

Starting Date: September 1, 1992

Application: Forward letter of application and a detailed resume and references by July 27, 1992 to:

Mr. Joseph A. Coldren
Director of Admissions
Office of Admissions
Lock Haven University
Lock Haven, PA 17745

LOCK HAVEN UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.



UNIVERSITY OF DALLAS

Director of Development

Reporting to the Vice President for Development and University Relations, and supervising a staff of ten, the Director of Development is responsible for managing all fund-raising programs. These programs include major gift solicitation, corporate and foundation giving, and a recently initiated capital campaign. Applicants must have a BA degree in an appropriate field, at least 5 years' major gift fund-raising experience and excellent communication and organizational skills. Experience running a capital campaign and knowledge of automated development systems for reporting and tracking contributions is necessary.

The University of Dallas is a highly selective, private, Catholic university located in the Dallas/Fort Worth metropolitan area of Texas. Extensive renovation of existing buildings and construction of new facilities on the Irving campus is planned for the 1993-1994 school year. Completion of a new campus center building is currently underway.

Three resumes with at least three references to:
Director of Personnel Services
University of Dallas
1845 E. Northgate Drive
Irving, TX 75062
Please respond by July 11, 1992.

Institutional Research Associates
The University of Mississippi
Medical Center

The Department of Institutional Research at the University of Mississippi Medical Center seeks qualified applicants for two (2) Institutional Research Associates. Major duties include working with educational program directors, departmental chairmen, deans regarding institutional assessment, effectiveness and accreditation; managing on-going evaluation studies of educational programs; producing ad hoc institutional research data analysis and reports; and maintaining a centralized repository of self-study documents and supporting reports. The person must be eligible for an adjunct teaching appointment and teach an undergraduate course(s) in educational statistics or computer information.

This position requires a person who enjoys working with faculty, administrators and students in the process of building sound programs to assess and improve institutional effectiveness. A doctorate (M.A. or M.S.) in educational research, educational psychology, survey research or related quantitative field is preferred; a master's and three years of experience in a related field is acceptable. Candidates should possess excellent oral and written skills and experience and expertise in two or more of the following areas: program accreditation/evaluation; research design; statistical measurement or computer usage.

The positions are available immediately. Send a letter of application, curriculum vitae and names of three references to: J. Patricia Hudson, Ph.D., Director, Department of Institutional Research, The University of Mississippi Medical Center, 2500 North State Street, Jackson, MS 39210-4505. Equal Opportunity Employer, M/F/V/H.

Send resume and three letters of reference to: J. Patricia Hudson, Ph.D., Director, Department of Institutional Research, The University of Mississippi Medical Center, 2500 North State Street, Jackson, MS 39210-4505. Equal Opportunity Employer, M/F/V/H.

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Director
Office of Information
Technology (OIT)
University of the Pacific
Stockton, California

Plan, organize and direct OIT operations to support academic/administrative information systems on main campus in Stockton, Dental School in San Francisco, McGeorge School of Law in Sacramento. About 5,500 students, over 300 faculty.

Responsibilities:

- *Liaison between campuses to formulate policy for vice presidential approval.
- *Feasibility studies, conceptual designs, determine software and hardware requirement, prepare reports on computer support issues.
- *Identify opportunities for expanded computer usage.
- *Develop academic/administrative computing policies.
- *Plan, direct, control information systems operations.
- *Negotiate vendor contracts.
- *Provide consulting services for University.
- *Prepare and maintain annual computer budgets.
- *Maintain working knowledge of current and future computing technology and trends.
- *Select, evaluate and supervise OIT staff.

Minimum Requirements: Masters degree in computer sciences, information systems or equivalent experience. Minimum 8 years experience, including managerial level at University.

Equipment: University's OIT supports a Unisys A6 machine for administrative work and a cluster of DEC machines running VMS and Ultrix on a campus-wide ethernet. University is undergoing review of its future computing environment.

Send resume with references to: Executive Vice President, UOP, 3601 Pacific Avenue, Stockton, CA 95211. Applications to be reviewed beginning 8/15 until filled. Salary, benefits competitive.

Affirmative Action/Equal Opportunity Employer

Philadelphia
College
of Textiles & Science

COLLEGE STORE DIRECTOR

A private premier professional college located on 90 sprawling acres adjacent to Fairmont Park, the largest urban park system in the country, is seeking an experienced college store director. The college offers undergraduate and graduate studies. Total student enrollment is 3,900 FTE with projected growth for the 1992-93 academic year. The annual store gross sales exceed 1.25 million and is operated with a staff of 15. The director will be responsible for the management of store operations and should have 3-7 years' experience in textbook operations, merchandising, fiscal management, inventory control, and computer management in a college store environment. Individuals must have the ability to interact professionally with faculty, students and staff to promote a cooperative and friendly atmosphere. Excellent salary and fringe benefit package. Please send letter of application and resume along with the names, addresses and telephone numbers of three professional references by July 24, 1992 to: Randall D. Gentler, Assistant Vice President for Business and Finance, Philadelphia College of Textiles and Science, School House Lane and Henry Ave., Philadelphia, PA 19144. An affirmative action, equal opportunity institution.

Send resume and three letters of reference to: Randall D. Gentler, Assistant Vice President for Business and Finance, Philadelphia College of Textiles and Science, School House Lane and Henry Ave., Philadelphia, PA 19144. An affirmative action, equal opportunity institution.

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UNIVERSITY OF ARKANSAS AT PINE BLUFF Vice Chancellor for Student Affairs

The University of Arkansas at Pine Bluff invites applications and nominations for the position of Vice Chancellor for Student Affairs. The University of Arkansas at Pine Bluff, a Land Grant Institution which serves approximately 3,000 undergraduate and graduate students, offers a bachelor's degree in over 35 academic fields and in cooperation with the University of Arkansas at Monticello, a Master's degree in education.

The Vice Chancellor for Student Affairs is the chief administrative officer for the Division of Student Affairs and reports directly to the Chancellor of the University and is one of the three Vice Chancellors comprising the Chancellor's executive management team. Units currently reporting to the Vice Chancellor for Student Affairs include Dean of Students, Counseling Services, Student Testing Center, Health Services, Residential Services, Student Union, Student Organizations/Activities, Campus Police and Security Services and United Drug Awareness Program. The Vice Chancellor for Student Affairs is responsible and accountable for all fiscal and budgetary matters related to units within Student Affairs. The individual who occupies the position is expected to provide leadership and supervision for the division's director, serve as student conduct officer, facilitate the programs that meet the needs of a diverse student population, work cooperatively with the Student Government Association, encourage student involvement in the life of the campus, and promote a campus environment of learning.

The successful candidate for this position will have a Master's degree, a doctorate is preferred, and will have demonstrated managerial skills and credentials including a minimum of five years of successful administrative experience in Student Affairs and positions.

- (1) A record of strong administrative and supervisory experience related to student affairs
- (2) Excellent interpersonal and student advocacy skills
- (3) Evidence of operational skills in budget and finance
- (4) Experience in working with a diverse community of students, faculty, staff, governance groups and the community at large
- (5) Demonstrated success in promoting and supporting a diverse student body

Candidates wishing to be considered should submit a detailed letter of interest, curriculum vitae, and references to the Vice Chancellor for Student Affairs, University of Arkansas at Pine Bluff, Box 4188, 1800 North University, Pine Bluff, Arkansas 71601.

Affirmative Action, Equal Opportunity Employer

DEAN OF STUDENTS MISSOURI VALLEY COLLEGE Marshall, Missouri

Missouri Valley College invites applications for the position of Dean of Students to be filled by August 15, 1992. This position reports to the President of the College who has formerly held the position. The Dean of Students oversees the Student Center, residence halls, student organizations and activities, discipline, a unit of student monitoring program for academic support, the College's extensive Work and Learn Program, and a Freshman Seminar and Talent Advancing Program.

Qualified candidates should have at least five years of increasing responsibility and experience in student services in the liberal arts tradition, have an advanced degree, possess skills to work effectively with a diverse student body, and communicate well with all levels of the College.

Missouri Valley College's 1100 students, coed, include approximately 850 residents and 250 commuters. Nearly one-half of student majors are in the business and social science area, and one-fourth in teacher education. One-third of the student body participate in a strong NCAA tradition of intercollegiate athletics.

Marshall, Missouri, a prosperous community of 15,000, is located halfway between Columbia and Kansas City. Situated on the historic Santa Fe Trail, Marshall is proud of its own symphony orchestra, and elaborate city park. Nearby is the restored town of Arrow Rock with its professional theatre and local art and craft shops. The Missouri River Valley and nearby state parks provide opportunities for camping, biking, canoeing, and fishing.

To apply: Letters of nomination or application, along with resume and references, should be sent to J. Kenneth Byrnes, Dean of the College, Missouri Valley College, Marshall, Missouri 65340.

Research / Economics / Social Policy. The Joint Center for Political and Economic Studies is seeking a senior research associate for its education policy program. The primary responsibilities of this position include data base management, statistical analysis, and writing summary reports. Qualifications for the position include a doctoral degree in the social sciences or a master's degree plus several years of experience and excellent quantitative skills. Good writing skills are also required. Applicants should forward a resume, personnel, The Joint Center for Political and Economic Studies, Suite 400, 1301 Pennsylvania Avenue Northwest, Washington, D.C. 20004.

Research/Economics / Social Policy. The Joint Center for Political and Economic Studies is seeking a senior research associate for its education policy program. The primary responsibilities of this position include data base management, statistical analysis, and writing summary reports. Qualifications for the position include a doctoral degree in the social sciences or a master's degree plus several years of experience and excellent quantitative skills. Good writing skills are also required. Applicants should forward a resume, personnel, The Joint Center for Political and Economic Studies, Suite 400, 1301 Pennsylvania Avenue Northwest, Washington, D.C. 20004.

POSITION ANNOUNCEMENT DEAN OF THE SCHOOL OF HEALTH RELATED PROFESSIONS

The University of Mississippi Medical Center • Jackson

The University of Mississippi Medical Center invites nominations for the position of Dean of the School of Health Related Professions, one of four health professional schools on this health sciences campus. The School of Health Related Professions offers two-plus-two baccalaureate curricula in cytotechnology; dental hygiene; health record administration; medical technology; occupational therapy; physical therapy; and respiratory care and certificate programs in emergency medical technology and respiratory care technician training. Total enrollment in all programs in 1991 was 370.

The University of Mississippi Medical Center is Mississippi's only academic health sciences center. In addition to the School of Health Related Professions, the institution houses the Schools of Medicine, Nursing and Dentistry; graduate programs in the medical sciences; and the 593-bed University Hospital, the teaching hospital for all programs.

The dean reports to the vice chancellor for health affairs, the Medical Center's chief executive officer. Candidates should have a Ph.D. or Ed.D. degree; extensive experience in allied health education, including significant prior experience in administration; and have a record of scholarly contributions and participation in appropriate professional organizations.

Those who wish to submit a nomination for the position should send the nominee's name, curriculum vitae and the names and telephone numbers of three references to Dr. A. Wallace Conery, Assistant Vice Chancellor, the University of Mississippi Medical Center, 2500 North State Street, Jackson, Mississippi 39216-4505, by October 1, 1992.

The University of Mississippi Medical Center offers equal opportunity in education and employment, M/F/V.



Ouachita Baptist University

Ouachita Baptist University seeks nominations and applications for Dean of its newly created Frank D. Hickingbotham School of Business. Ouachita Baptist University is a private, church-related institution.

The Dean will be expected to provide leadership in areas of curriculum and faculty development. The Dean must also be committed to the mission and role of a church-related liberal arts university. Expectations for the position include:

- Earned doctorate in an appropriate discipline within the School.
- Successful college teaching experience.
- Commitment to scholarship as evidenced by publications, research, and membership in professional learned societies.
- Dedication to the church-related heritage of the university, with preference given to an active member of a Southern Baptist church.
- A record of administrative leadership demonstrated through experience as dean, department chair, or comparable managerial experience.

Applicants should send a letter, vitae, and names, addresses, and phone numbers of at least three references. Review of candidates will begin on October 1, 1992, and continue until the position is filled. The position will be filled no later than July 1, 1993. Address applications or nominations to Professor Donald Anderson, Chair, Dean's Search Committee, Box 3710, Ouachita Baptist University, Arkadelphia, AR 71998-0001.

The candidate should present strong evidence of ability to write for publication. Applicants should forward a resume in Person. The Joint Center for Political and Economic Studies, Suite 400, 1301 Pennsylvania Avenue Northwest, Washington, D.C. 20004.

Research/Molecular Biology Research Associate. M.S. or equivalent in Biochemistry. 2 years experience or 2 years experience in molecular biology, the relationship between DNA sequence and protein structure, and the relationship between DNA sequence and protein structure. The relationship between DNA sequence and protein structure. The relationship between DNA sequence and protein structure. The relationship between DNA sequence and protein structure.

Research/Molecular Biology Research Associate. M.S. or equivalent in Biochemistry. 2 years experience or 2 years experience in molecular biology, the relationship between DNA sequence and protein structure, and the relationship between DNA sequence and protein structure. The relationship between DNA sequence and protein structure. The relationship between DNA sequence and protein structure.



DEAN OF THE COLLEGE OF LIBERAL ARTS AND SCIENCES KUTZTOWN UNIVERSITY Kutztown, PA 19530

THE UNIVERSITY
Kutztown University, one of 14 institutions in the State System of Higher Education of Pennsylvania, invites applications for the position of Dean of the College of Liberal Arts and Sciences. The University enrolls approximately 7,000 students in undergraduate and graduate programs. The University is located in a picturesque rural setting adjacent to the Borough of Kutztown. Two moderately large cities, Allentown and Reading, lie within 10 miles of the campus. New York City is 90 miles to the northeast and Philadelphia is 70 miles to the south.

THE POSITION
The Dean of Liberal Arts and Sciences reports to the Provost/Vice President for Academic Affairs. The Dean works closely with the Provost and other college deans to provide leadership in achieving and maintaining excellence in academic areas. He or she holds a twelve month management position without tenure or academic rank. The College includes the departments of Anthropology and Sociology, Biological Sciences, Criminal Justice and Social Work, English, Foreign Languages, Geography, History, Mathematics, Computer Science, Nursing, Philosophy, Physical Sciences, Political Science, Psychology and Telecommunications. There are approximately 100 faculty in the College, serving 1700 students enrolled in majors. The College also plays a major role in providing general education courses for the University.

The Dean of Liberal Arts and Sciences is responsible for leadership and supervision in all areas of activity in the College and its departments. He/she participates in institutional policy and decision-making as a member of the Dean's Council.

- QUALIFICATIONS**
- An earned doctorate in a discipline appropriate to the college.
 - A strong record of scholarly activity.
 - A record of teaching effectiveness.
 - Successful experience in academic administration at the level of department chair or higher for at least three years, including knowledge in academic planning, development of curriculum, preparation and management of budget and management and evaluation of personnel.
 - Effectiveness in promoting high standards in teaching, program development, academic advising and research.
 - Effective oral and written communication skills.
 - Skills necessary to be a strong advocate for the college.
 - Demonstrated ability to work effectively with administrators, faculty and students with diverse interests.
 - Demonstrated commitment to faculty governance.
 - Demonstrated commitment to affirmative action and to furthering cultural diversity.

Salary will be commensurate with qualifications and experience and includes an excellent fringe benefit package. Appointment is preferred by January 1, 1993 and no later than July 1, 1993. Submit by August 14, 1992, a letter of application, current resume, and the names, addresses, and telephone numbers of three references to:

Chairperson, Search Committee
for Dean, Liberal Arts and Sciences
c/o Office of the Provost
Kutztown University
Kutztown, PA 19530

KU is an Affirmative Action, Equal Opportunity Employer and actively solicits applications from qualified women and minorities.

DEAN OF STUDENT SERVICES

Wayne County Community College serves 12,000 students at five urban/suburban campuses throughout Greater Detroit, Michigan.

Qualified applicants are sought for this highly visible and challenging position which is responsible for providing leadership for the College in the areas of student services and student development. Reporting to the Vice President-Academic Affairs, this position is responsible for Admissions, financial aid, foreign student registration and student records.

A Master's Degree is required, Doctorate preferred. Five years of responsible related experience including recruitment programs, management of federally funded financial aid programs and knowledge of Perkins Act Funding. Experience with a multi-campus institution preferred.

Respond with a detailed resume and transcript to:

Wayne County Community College
Human Resources
2nd Floor Administration Bldg.
801 West Fort St.
Detroit, MI 48226
EOE/AA/MFHV

Research/Physician Research Scientist. D.D. and human immunodeficiency virus and AIDS research. The candidate should have a Ph.D. in Microbiology or Immunology and a minimum of 5 years experience in HIV and AIDS research. The candidate should have experience in the following areas: HIV and AIDS research, HIV and AIDS research, HIV and AIDS research, HIV and AIDS research.

Research/Physician Research Scientist. D.D. and human immunodeficiency virus and AIDS research. The candidate should have a Ph.D. in Microbiology or Immunology and a minimum of 5 years experience in HIV and AIDS research. The candidate should have experience in the following areas: HIV and AIDS research, HIV and AIDS research, HIV and AIDS research, HIV and AIDS research.



Vice President for Business Affairs

Mount Union College invites applications for the position of Vice President for Business Affairs. Founded in 1846, Mount Union is an accredited, four-year residential coeducational college of approximately 1,350 students affiliated with the United Methodist Church. Located in Alliance Ohio, the College features a beautiful 72-acre campus and has a long-standing tradition of fiscal stability.

RESPONSIBILITIES:
The Vice President for Business Affairs is responsible for:
1) establishing and maintaining an integrated financial plan;
2) designing and maintaining general and fund accounting systems;
3) preparing and interpreting financial results;
4) supervising investment of endowment funds in accordance with trustee policy;
5) supervising maintenance of the College's physical facilities and grounds;
6) supervising other functions such as maintaining appropriate relationships with the external auditors and other related activities.

QUALIFICATIONS:
The College seeks an individual with a blend of significant experience, strong communications skills, and an appreciation of the academic setting. The applicant must have an understanding of fiscal responsibility and cash management. Bachelor's degree and significant financial experience required; MBA, equivalent degree or CPA preferred.

APPLICATION:
Send letter of application and vita to: Harry Paldas, Assistant to the President, Mount Union College, 1972 Clark Ave., Alliance, Ohio 44601. Search Committee will begin reviewing applications on July 24; applications will be accepted until position is filled. Anticipated starting date is Sept. 1, 1992. Salary and benefits competitive. Women and minorities encouraged to apply.

An Equal Opportunity Employer.

WEST GEORGIA COLLEGE

Vice President for Business and Finance

General Description: The Vice President for Business and Finance reports directly to the President and is responsible for the general financial operations of the College: accounting, payroll, purchasing, internal audits and property control, central stores and other fiscal services; operation and maintenance of the physical plant; public safety; personnel services; auxiliary services. (State appropriations budget development and administration are not a function of the Vice President for Business and Finance.)

Administrators reporting to the Vice President for Business and Finance are Directors of Business Services, Plant Operations, Auxiliary Enterprises, Personnel, and Public Safety. The position carries no faculty rank; however by college statute, the Vice President has faculty status.

Qualifications: A minimum of a bachelor's degree (MBA and/or CPA preferred) with relevant experience in college administration and financial and facilities management; demonstrated ability to work cooperatively and effectively with various constituencies; strong management and organizational skills; experience in policy formation and implementation; working knowledge of NAACSB standards and guidelines preferred.

Salary: Salary is commensurate with the background and experience of the individual selected. In addition, the college has an excellent fringe benefits package.

College West Georgia College is a state college in the University System of Georgia offering two-year, four-year, master's, specialist's, and cooperative doctoral degrees. With liberal arts, professional, and graduate schools, enrollment is 7,500. Capacity for resident students is approximately 2,700. The College's 400-acre campus is just within the western boundary of Carrollton. The city and county have a combined population of 65,000 and are located 50 miles west of Atlanta, Georgia.

To Apply: The position will be available beginning July 1, 1993. Nominations should be sent to the address below. For full consideration, applications should be received by September 1, 1992, but the position will remain open until filled. Send letter of application, detailed resume, official transcripts, and at least three letters of professional references to:

Dr. David Hovey, Chair
Search Committee for Vice President for Business and Finance
West Georgia College
Carrollton, Georgia 30118

The names of applicants and nominees, resumes, and other general material are subject to public inspection under the Georgia Open Records Act. West Georgia is an Affirmative Action, Equal Opportunity Employer and strongly encourages the applications of women and minorities.

Research/Statistics/Science: experience with computer real time control systems, statistical analysis, computer software design and development, proficiency in C, FORTRAN, BASIC, PASCAL, and COBOL. Researcher must have a Ph.D. in statistics or related field. Researcher must have a minimum of 5 years experience in the field of statistics or related field. Researcher must have a minimum of 5 years experience in the field of statistics or related field. Researcher must have a minimum of 5 years experience in the field of statistics or related field.

Vice President for Academic Affairs



Westerville, OH

Otterbein College invites nominations and applications for the position of Vice President for Academic Affairs. The preferred starting date is January 1, 1993.

The Vice President for Academic Affairs is the chief academic officer and reports directly to the President. In the supervision of all academic programs and support services, the Vice President works with the faculty, department chairpersons and the following individuals who report to the Vice President: Associate Academic Dean; Registrar; Librarian; and Directors of Academic Computing, Continuing Studies, the Learning Resource Center, the Learning Assistance Center, Foreign Student Programs, and Grants and Special Projects.

Otterbein College is committed to a collegial governance structure and in the spirit of that system, the Vice President works with the faculty in administering personnel policies, developing the curriculum and managing the academic affairs budget to enhance the academic program.

The successful candidate will possess a doctorate from an accredited institution; a documented record of achievement as a teacher, scholar and academic administrator; effective interpersonal skills; skill in written and oral communication; and a strong commitment to shared governance.

Otterbein is a United Methodist-related, comprehensive, selective liberal arts college offering four-year degrees in 35 courses of study and a master's degree in education and nursing. The College has approximately 1,600 traditional age students, plus 1,000 part-time students enrolled in day, evening and weekend courses. Most students come from Ohio and have above average academic backgrounds. Westerville has a population of 38,000 and is a suburb of Columbus, the state capital.

Nominations and applications should include a letter describing the qualifications for the position, a current resume and the names, addresses and telephone numbers of at least three professional references. Although applications and nominations will be accepted until the position is filled, those received by August 17 will be given first consideration.

Send all material to: C. Brent DeVore, President, Otterbein College, Westerville, OH 43081.

Affirmative Action, Equal Opportunity Employer.

VICE CHANCELLOR FOR ADMINISTRATIVE SERVICES

Applications are being accepted for the position of Vice-Chancellor for Administrative Services at the University of Missouri-St. Louis. The vice chancellor is one of five who report directly to the Chancellor.

Administrative services include physical plant, facilities management, planning and construction, property acquisitions, environmental health and safety, police/transportation, human resources, and certain auxiliary and general services. The Vice Chancellor also has a leadership role in the physical development of the campus.

The successful candidate should have earned a master's degree in an appropriate discipline and possess at least ten years of relevant technical and financial experience. A proven track record of administrative experience in both the public and private sectors is desirable. Applicants should have demonstrated analytical skills, the ability to work effectively with a variety of internal and external constituencies, and the ability to understand and participate in the budget process. The successful candidate must be able to work cooperatively with the Chancellor, a culturally diverse campus community, and University of Missouri system personnel.

The University of Missouri-St. Louis is a dynamic urban campus founded in 1863. As one of the four campuses constituting the University of Missouri, it shares the University of Missouri's land-grant mission and status as the only public comprehensive research university in Missouri. The University of Missouri-St. Louis offers approximately 70 degree programs through the doctoral and professional degree level and serves more than 15,000 students. The campus consists of seven-story buildings and over 2 million gross square feet of facilities on two hundred acres.

Candidates must submit a letter of application, a curriculum vitae, and names, telephone numbers, and addresses of at least three references. Completed applications, as outlined above, must be received by August 7, 1992, and should be addressed to:

Chancellor's Office/401 Woods Hall
Vice Chancellor for Administrative Services
Search Committee
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499

An Equal Opportunity Employer

Research/Statistics/Science: experience with computer real time control systems, statistical analysis, computer software design and development, proficiency in C, FORTRAN, BASIC, PASCAL, and COBOL. Researcher must have a Ph.D. in statistics or related field. Researcher must have a minimum of 5 years experience in the field of statistics or related field. Researcher must have a minimum of 5 years experience in the field of statistics or related field.

Research/Statistics/Science: experience with computer real time control systems, statistical analysis, computer software design and development, proficiency in C, FORTRAN, BASIC, PASCAL, and COBOL. Researcher must have a Ph.D. in statistics or related field. Researcher must have a minimum of 5 years experience in the field of statistics or related field. Researcher must have a minimum of 5 years experience in the field of statistics or related field.

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PROVOST

North Carolina State University

North Carolina State University invites applications and nominations for the position of Provost. The Provost is the chief academic officer.

UNIVERSITY: NCSU is a Research University I and part of the Research Triangle. Sharing the distinctive character of land-grant universities, it is preeminent as a national center for research, teaching and extension. It offers degree programs through the Colleges of Agriculture and Life Sciences, Education and Psychology, Engineering, Forest Resources, Humanities and Social Sciences, Physical and Mathematical Sciences, Textiles, Veterinary Medicine, and the School of Design. A College of Management is proposed to open July 1, 1992. These colleges and schools offer baccalaureate degrees in 89 fields, master's degrees in 80 fields, and doctoral degrees in 31 fields. As the state's largest academic institution, it enrolls over 27,000 students, conferred more than 4,500 degrees in 1991, and has a total operating budget of over \$475 million. Students at the University come from 50 states, three U.S. territories, and more than 90 foreign countries.

The University has approximately 3,000 faculty and other professional personnel. Distinguished faculty include members of the National Academy of Science, the National Academy of Engineering, and a number of international academics. Recognized as one of the nation's leading universities in science and technology, the University is ranked 6th among all universities in industry-funded research and 36th in total expenditures for research and development, and its library is a member of the Association of Research Libraries. NCSU hosts more than 35 interdisciplinary research and technology transfer programs, including the newly established Mars Mission Research Center, NSF Center for Advanced Electronic Materials Processing, Center for Accessible Housing, Center for Integrated Pest Management, and the Precision Engineering Center.

NCSU is expanding its research and teaching capabilities as the new 1,000-acre Centennial Campus develops. This campus will be a model for the modern research university, an academic city. The architectural building blocks will be 12 mixed-use clusters containing laboratories, classrooms, residential facilities, plazas, and courtyards. The configuration is designed to foster multidisciplinary research and to promote creative interaction between NCSU scientists, students, and researchers and entrepreneurs from the private sector.

NCSU passed a milestone in its history when it recently established the first \$1 million endowed professorship. Since that time NCSU has received gifts to create nine more \$1 million professorships. In 1991-92 NCSU received more than \$35 million in private sector support. This level of support provides the University with great confidence as it completes a second capital campaign of approximately \$230 million in 1993.

RESPONSIBILITIES: The Provost, as the principal academic officer, reports to the Chancellor and is responsible for the development of all academic programs and policies in the academic division of the University. The Provost works closely with, and receives advice from, the Deans of the schools/colleges, Faculty Senate, Vice Chancellors, and appropriate University standing committees. The Provost will be responsible for developing evaluation systems for teaching, research, and extension activities which are used to establish funding priorities. The Provost is responsible for the formulation of the annual budget, biennial budget request priorities, and space allocation and planning among the academic divisions of the University. The Provost is expected to demonstrate vision and creativity in planning and implementing academic programs and in working with faculty, students, and staff to articulate the academic philosophy and intellectual and ethical values of the University.

QUALIFICATIONS: The individual must be a scholar and have academic credentials that merit appointment as a full professor with tenure. Minimum qualifications include an earned doctorate, or a requisite terminal degree in the applicant's area of study; distinguished record as a faculty member, including teaching and sustained scholarly activity; successful administrative experience, including budget formulation and allocation; understanding of the goals and mission of a public research university; and a dedication to equal opportunity. Experience in a significant leadership role at a research university is desirable.

APPLICATIONS: Salary and benefits are competitive and commensurate with experience and qualifications. Applicants should submit a letter of interest, curriculum vitae, and names, addresses, and telephone numbers of at least three references. Review of candidates will begin on September 1, 1992 or until a suitable candidate is found, with interviews to begin in the fall. The position is expected to be filled by July 1, 1993. All correspondence should be mailed to: John T. Kampe, Jr., Executive Vice President, Provost Search Committee, North Carolina State University, Box 26001, Raleigh, North Carolina 27695-2001; phone: 919/515-2200; fax: 919/515-7740. The search committee is being assisted by Dr. John H. Kuhnle of Korn/Ferry Inc., phone: 202/822-9444. NCSU is dedicated to affirmative action and equal opportunity and does not condone discrimination in any form.

CHAPLAIN

Drew University is currently recruiting a full-time Chaplain. The Chaplain is responsible for assessing and responding to the spiritual needs and social concerns of the campus community. The University's historical foundation lies within the United Methodist Church and the Chaplain should ideally be an ordained United Methodist Minister in full connection with an annual conference.

The work of the Chaplain will be ecumenical and interreligious overseeing and coordinating the efforts of a variety of ministries and special interests. Based on academic qualifications the Chaplain may also have teaching responsibilities in various parts of the university. Ph.D. preferred. Please send resume and three letters of reference to: Denise Alleyne, Dean of Student Life, Drew University, 38 Madison Avenue, Madison, NJ 07940. EOE/AA.

DREW UNIVERSITY

Response to the Director of Residence Life
and is responsible for the day-to-day management of women's residence hall. Qualifications: Bachelor's degree required. Master's degree in Student Services or related field preferred. One to two years' experience in student service area. Affirmative Action, Equal Opportunity Employer.

for Sharon D. Truesper, Human Resources Coordinator, Drew University, 3300 Park Avenue, Pittsburgh, Pennsylvania 15261. Position is filled by August 1, 1992. Salary commensurate with experience and qualifications. One to two years' experience in student service area. Affirmative Action, Equal Opportunity Employer.

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PRESIDENT RUST COLLEGE Holly Springs, Mississippi

The Board of Trustees of Rust College invites nominations, applications, and letters of inquiry for the position of president upon the retirement of Dr. W. A. McMillan as of June 30, 1993. The president is elected by and serves at the pleasure of the Board of Trustees, and is charged with the responsibility of administering the affairs of the college as its chief executive officer.

Candidates should have an earned doctorate and at least five years' administrative experience, with three years at mid or upper level management. Candidates should have had distinguished service in higher education, with a demonstrated record of being able to work in a collegial style with administrative, staff, and faculty colleagues. Substantial ability in fund raising for both the capital and operational needs of the college is essential. Candidates should be active in the United Methodist Church and should be able to communicate the mission of Rust College and its needs to the United Methodist Church and other constituencies.

Inquiries, nominations, and applications including two copies of vita for the position of President should be directed to:

Special Committee for the Selection of a President
c/o Dr. Martin D. Conover, Chairman of the Committee
P. O. Box 1329
Starkeville, Mississippi 39759
Phone: (601) 323-0198

Supporting information, including references, will be requested by the committee at the appropriate time. The compensation and benefit package is negotiable and the screening of applications will begin on August 1, 1992. The search will remain open until the position is filled.

Rust College is a church-related, historically black, coeducational, senior liberal arts college with a wide range of professional and pre-professional programs. The primary objective of the college is human development, which includes the spiritual, mental, moral, and physical development of the individual through educational experiences relevant to their personal and social needs. Founded in 1865, Rust College was established by the Freedmen's Aid Society of the Methodist Episcopal Church. It has a student population of approximately 1,100 and a full-time faculty of approximately 65.

Rust College is an Equal Opportunity Employer.

The Federal Executive Institute DIRECTOR

The U.S. Office of Personnel Management (OPM) is recruiting to fill the position of Director, The Federal Executive Institute (FEI), a residential advanced study center for key federal executives located in Charlottesville, VA. This position is in the Senior Executive Service; salary is negotiable from \$90,000 to \$112,100. The person appointed will also be eligible for bonuses and financial awards based on performance.

The individual sought will provide executive education leadership in staff selection and development, curriculum planning and design, development and delivery of innovative teaching methodologies, and management of a residential facility for housing and feeding participating executives.

Candidates must provide evidence of strong leadership and direct experience in the administration of a public or private executive development program, a university continuing education division, or a Federal training and development operation. Desired qualifications include a knowledge of government administration and a doctorate in public administration, business administration, political science, or a closely related field.

Candidates should submit an "Application for Federal Employment," Standard Form 171, postmarked by July 18, 1992, to the address below. Copies of this form may be requested from and inquiries directed to Mark Reinhold, (202) 606-4315; please reference 92-SES-009.

U.S. Office of Personnel Management
Attn: SES
Office of Personnel, Room 1447
1900 E Street, NW
Washington, DC 20415

The Office of Personnel Management is an equal opportunity employer.

Student Life Coordinator. The successful candidate will coordinate and supervise a 24-hour student center, including and supervising student activities, intramurals, and intercollegiate sports. Minimum requirement: Bachelor's degree with experience in student life and supervision of student activities. Salary commensurate with experience. Anticipated starting date: August 1, 1992. Send a letter of application, resume, and three references to: Human Resources Office, Lakeland Community College, 200 South 14th, Piquette, Kansas 67357. July 22, 1992. Equal Opportunity Employer.

Telecommunications/Instructional Technology Specialist. Telecommunications Director, responsible for planning, developing, and implementing instructional technology in the use of instructional television, video, and audio conferencing in the classroom. Minimum requirement: Bachelor's degree with experience in instructional technology. Salary commensurate with experience. Anticipated starting date: August 1, 1992. Send a letter of application, resume, and three references to: Human Resources Office, Lakeland Community College, 200 South 14th, Piquette, Kansas 67357. July 22, 1992. Equal Opportunity Employer.

Telecommunications/Instructional Technology Specialist. Telecommunications Director, responsible for planning, developing, and implementing instructional technology in the use of instructional television, video, and audio conferencing in the classroom. Minimum requirement: Bachelor's degree with experience in instructional technology. Salary commensurate with experience. Anticipated starting date: August 1, 1992. Send a letter of application, resume, and three references to: Human Resources Office, Lakeland Community College, 200 South 14th, Piquette, Kansas 67357. July 22, 1992. Equal Opportunity Employer.



MATER DEI COLLEGE Ogdensburg, New York

PRESIDENT

The Presidential Search Committee of the Board of Trustees invites applications and nominations for the position of President.

Mater Dei College is a private, two-year, Catholic, multi-campus institution committed to excellence in undergraduate education. Founded in 1880 by the Sisters of Saint Joseph, Mater Dei is a liberal arts college with an enrollment of approximately 600 students of diverse ethnic and cultural backgrounds. The faculty is devoted to providing individualized attention to students in and out of the classroom. Associate degree programs are offered in: alcohol and chemical dependence counseling, court reporting, liberal arts, ophthalmic dispensing, early childhood education, criminal justice, religious studies, secretarial studies, 200 acre residential campus is located in the scenic foothills of the Adirondack Mountains overlooking the St. Lawrence River in Ogdensburg, New York. The College is permanently chartered by the Board of Regents of the State University of New York and is accredited by the Middle States Association of Colleges and Schools. It has also received special accreditation by the Commission of Collegiate Accreditation in education in the Catholic tradition.

Qualifications: The College seeks a president who is a successful leader with the following demonstrated qualifications:

- an earned doctorate from an accredited institution;
- an established record, with a minimum of 5 years of successful senior level higher education administrative experience;
- knowledge of and commitment to Catholic higher education;
- commitment to excellence in education with successful experience in teaching, learning, and educational innovation;
- understanding of and sensitivity to a culturally diverse population and desire to celebrate that diversity;
- experience with and commitment to participation and shared governance that begins with the trustees, and includes administration, faculty, staff, and students within a climate which encourages teamwork;
- thorough understanding of two-year college fiscal matters, the ability to raise outside funding, and a skill in budget development and fiscal management;
- understanding of and experience with strategic planning and the need to involve all College constituencies;
- demonstrated commitment to student concerns, with a special appreciation for the non-traditional student;
- experience in facility planning and construction.

Personal Characteristics:

personality that is open, trusting, imaginative, and collegial; stamina and enthusiasm for hard work; personal values; leadership; sense of humor; concern for people; strong interpersonal skills; excellent verbal and written communication skills; ability to motivate; exemplary character and integrity.

Applications: A letter of application responding to the selected qualifications as listed above, including educational background, position profile, personal characteristics, and current resume, should be submitted by August 30, 1992. Nominations, applications, and expressions of interest should be submitted to: Mr. Edward Muccella, Presidential Search Committee, R. R. 2, Box 45, Ogdensburg, New York 13688.

Civil Education Project Executive Director

The Central European University's Civic Education Project invites applications for a full-time Executive Director. Applicants must have a strong academic background in one of the social sciences, as well as proven administrative skills.

The Civic Education Project (CEP) is a joint educational project of the Central European University and Yale University that assists reform efforts in the social science departments of Central and Eastern European universities. Founded in 1990 by two American graduate students, CEP placed thirteen graduate students and two professors in eight Czech and Slovak universities for the 1991-92 academic year. Next year, CEP will have 80-90 Western social scientists teaching in Bulgaria, Romania, Hungary, Czechoslovakia, the Baltic states, and Ukraine. Instruction courses in economics, political science, sociology, or law, as well as assisting host faculty with their professional development needs.

The Executive Director would oversee a staff of ten and be responsible for the overall direction of aspects of the project, negotiations with Central and Eastern European universities, supervision and evaluation of instructor's teaching and development of auxiliary projects to assist educational reform in the region.

Salary will be commensurate with experience and qualifications. Interested applicants should submit a curriculum vitae to:

The Civic Education Project
P. O. Box 5445, Yale Station
New Haven, Connecticut 06520

theory, philosophy, literature, drama, and film. The successful candidate will be responsible for the development and production of a series of lectures and seminars in the field of film and media studies. The candidate should have a strong academic background in one of the social sciences, as well as proven administrative skills. The candidate should also have a strong interest in the field of film and media studies. The candidate should submit a curriculum vitae to: The Civic Education Project, P. O. Box 5445, Yale Station, New Haven, Connecticut 06520.

Training/Development Director. The successful candidate will be responsible for the development and production of a series of lectures and seminars in the field of film and media studies. The candidate should have a strong academic background in one of the social sciences, as well as proven administrative skills. The candidate should also have a strong interest in the field of film and media studies. The candidate should submit a curriculum vitae to: The Civic Education Project, P. O. Box 5445, Yale Station, New Haven, Connecticut 06520.

PRESIDENT

The Board of Trustees of Jersey City State College and Presidential Search Committee invite applications and nominations for the position of president.

Jersey City State College, New Jersey's Cooperative Education College, is a culturally diverse urban institution located in the Greater New York Metropolitan Area. It is one of the nine state colleges of the New Jersey System of Higher Education. The institution offers undergraduate and graduate programs to over 7,500 students from 20 states and 52 countries and has a faculty of 250.

The President is the chief administrative officer of the College reporting to the Board of Trustees.

Desired criteria:

- An earned doctorate.
- Significant experience as a full-time college or university faculty member.
- Demonstrated leadership as a president or senior officer (Dean or Vice President).
- Experience in public higher education, urban education and in a multi-ethnic and racial community.
- Commitment to excellence and institutional autonomy.
- Experience in shared governance and cooperative education.
- Experience with collective bargaining.
- Commitment to equality of opportunity and Affirmative Action/Equal Employment Opportunity principles.

Applications and nominations with current resumes should be submitted by September 1, 1992 to: Mr. Ronald Jackowitz, Chair, Presidential Search Committee, Jersey City State College, 2039 Kennedy Boulevard, Jersey City, New Jersey 07305-1897

JERSEY CITY STATE COLLEGE AA/EOE



PRESIDENT

Nominations and applications are invited for the position of President. Wheaton is a liberal arts college, committed to the evangelical Christian faith and rigorous academic inquiry.

The President reports to the Board of Trustees and is the Chief Executive Officer of an institution that consists of a college of Arts and Sciences, Conservatory of Music, Graduate School, and the Billy Graham Center. The College is located in a residential suburb 25 miles west of Chicago and enrolls 2,500 students.

The College also owns and operates a science station in South Dakota and a wilderness camp and academic center in Northern Wisconsin.

A candidate for the position of President should have an earned doctorate or the equivalent with relevant academic experience, spiritual maturity and insight, a vision for Christian higher education, and strong leadership ability.

Please submit recommendations/resumes to the Office of the Chairman, Wheaton College, Wheaton, Illinois 60187. Desirable starting date is summer 1993.

Wheaton College complies with Federal and State requirements for nondiscrimination in employment.

RCN, P. O. Box B, Trenton, New Jersey 08646. Affirmative Action, Equal Opportunity Employer.

Training/Development Director. The successful candidate will be responsible for the development and production of a series of lectures and seminars in the field of film and media studies. The candidate should have a strong academic background in one of the social sciences, as well as proven administrative skills. The candidate should also have a strong interest in the field of film and media studies. The candidate should submit a curriculum vitae to: The Civic Education Project, P. O. Box 5445, Yale Station, New Haven, Connecticut 06520.

Telecommunications/Instructional Technology Specialist. Telecommunications Director, responsible for planning, developing, and implementing instructional technology in the use of instructional television, video, and audio conferencing in the classroom. Minimum requirement: Bachelor's degree with experience in instructional technology. Salary commensurate with experience. Anticipated starting date: August 1, 1992. Send a letter of application, resume, and three references to: Human Resources Office, Lakeland Community College, 200 South 14th, Piquette, Kansas 67357. July 22, 1992. Equal Opportunity Employer.

Dean

Academic Affairs

Colleyville Community College is seeking applications for the position of Dean of Academic Affairs. The Dean reports directly to the President and is responsible for implementing and evaluating the comprehensive educational programs, providing leadership for faculty and support staff, and preparing and supervising the instructional budget.

The successful candidate will have:

- An advanced degree (Ph.D. preferred).
- Experience in teaching, administration, business and industry training, curriculum design and program development, financial management, employment, strategic planning, and marketing.
- Commitment to and proven experience in assessment, program review and planning, and instructional effectiveness.
- Thorough understanding of enrollment management strategies relating to the recruitment and retention of students and respect for ethnic, cultural and social diversity.
- Significant academic/leadership experience with an ability to apply sound business practices in an educational setting.
- Commitment to applied leadership, personal empowerment, and team work.

Please mail letters of application with a current resume, graduate transcript, and three current letters of reference to:

Search Committee—Academic Dean
Colleyville Community College
Attention: Cindy Suberland
11th and Willow Streets
Colleyville, Kansas 67337

Screening of applicants will begin July 28, 1992, and will continue until a selection is made. An EO/AA Employer.

CSR, Inc., a research firm, is seeking part-time consultants to conduct on-site examination of contextual factors that influence design and operation of alcohol and other drug prevention programs for high risk youth. Must have a Ph.D. in social science discipline, experience in research methodology and in ethnographic research, and excellent writing skills. Experience with minority populations and fluency in Spanish or Asian language preferred. Periodic travel, up to 10 days per trip, required. Each writing sample to resume and send to: CSR, Inc., Suite 300, 1400 Eye Street, NW, Washington, DC 20005. American: P. Chaboudy.

PRESIDENTS



OAKLAND COMMUNITY COLLEGE

Highland Lakes
and
Orchard Ridge
(Two openings available)

Oakland Community College is a multi-campus public two-year institution of five locations serving more than 30,000 students per semester in Oakland County, a dynamic growth area of Southwest Michigan. The Highland Lakes Campus serves approximately 6,000 credit students per semester, and the Orchard Ridge Campus serves approximately 8,000 credit students per semester. The president of each campus is responsible for the overall operation of the campus and reports directly to the Chancellor.

Expectations

In undertaking its search for the president of Highland Lakes and for president of Orchard Ridge, Oakland Community College seeks to assess experiences and preparation which demonstrate the ability to lead by:

- Infusing a vision for the campus learning community which aligns compatibility with OCLC's districtwide vision;
- participating as a full member of the districtwide leadership team while concurrently enabling campus faculty, staff, and administration to work together;
- providing focus and follow-through using team management skills and problem-solving abilities;
- forging coalitions both inside and outside the organization that benefit the learning community;
- listening and interacting with the college community on issues affecting the college;
- anticipating needs and launching new initiatives, particularly those suited to a suburban setting, which push the campus and OCLC toward its strategic future;
- giving evidence of a strong self-concept, the highest integrity, and substantial energy.

Minimum Qualifications

Candidates for the position must have the following minimum qualifications: an earned doctorate; seven years of community college administrative experience with increased levels of responsibility in areas of instructional administration and financial management; a minimum of three years of teaching experience or comparable professional educational experience; excellent oral and written communication skills.

To receive an application form, please call the Human Resources Department at (313) 640-1579. Applications will be mailed through Friday, August 14, 1992. Refer to position number 92-23-c (Highland Lakes Campus) or position number 92-24-c (Orchard Ridge Campus). The anticipated starting date for these positions is no later than summer of 1993. Salary is competitive for the area, experience and responsibilities outlined. Working conditions and benefits are exceptional.

As an Affirmative Action, Equal Opportunity Employer, Oakland Community College is seeking candidates who will augment the diversity of its faculty, staff, and administration.

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End Paper



PAUL T. REPOSE CAMP, MARCH 1986: HOSPITAL PATIENT WITH MALNUTRITION AND PNEUMONIA

In the spring of 1985, I left my home in San Francisco to work in the refugee camps of eastern Sudan. It was an experience that often overwhelmed me. I knew I was having an experience with far more in it than I could absorb as it happened.

I kept a diary, and I compulsively took

photographs. The pictures are about refugees, but the story is really about Western relief workers. It is a story about confronting and attempting to remedy a set of circumstances that were far beyond our comprehension and control. It is a story about how we became part of the disaster we were sent to contain.

The text and photograph are from *Dust to Dust: A Doctor's View of Famine in Africa* by David Helden, a photographer, physician, and research associate at the University of California's San Francisco Medical School. The book of journal entries and black-and-white photographs is published by Temple University Press.

identifiable. But here the differential admission standards are remnants of the dual system with a continuing discriminatory effect, and the mission assignments "to some degree follow the historical racial assignments," 914 F. 2d, at 692. Moreover, the District Court did not justify the differing admission standards based on the different mission assignments.

It observed only that in the 1970's, the Board of Trustees justified a minimum ACT score of 15 because too many students with lower scores were not prepared for the historically white institutions and that imposing the 15 score requirement on admissions to the historically black institutions would decimate attendance at those universities. The District Court also stated that the mission of the regional universities had the more modest function of providing quality undergraduate education. Certainly the comprehensive universities are also, among other things, educating undergraduates. But we think the 15 ACT test score for automatic admission to the comprehensive universities, as compared with a score of 13 for the regionals, requires further justification in terms of sound educational policy.

Another constitutionally problematic aspect of the state's use of the ACT test scores is its policy of denying automatic admission if an applicant fails to earn the minimum ACT score specified for the particular institution, without also resorting to the applicant's high-school grades as an additional factor in predicting college performance. The United States produced evidence that the American College Testing Program (ACT), the administering organization of the ACT, discourages use of ACT scores as the sole admissions criterion on the ground that it gives an incomplete "picture" of the student applicant's ability to perform adequately in college. App. 1209-1210. One ACT report presented into evidence suggests that "it would be foolish" to substitute a three- or four-hour test in place of a student's high-school grades as a means of predicting college performance. Id., at 193. The record also indicated that the disparity between black and white students' high-school grade averages was much narrower than the gap between their average ACT scores, thereby suggesting that an admissions formula which included grades would increase the number of black students eligible for automatic admission to all of Mississippi's public universities.

The United States insists that the state's refusal to consider information which would better predict college performance than ACT scores alone is irrational in light of most states' use of high-school grades and other indicators along with standardized test scores. The District Court observed that the Board of Trustees was concerned with grade inflation and the lack of comparability in grading practices and course offerings among the state's diverse high schools. Both the District Court and the Court of Appeals found this concern ample justification for the failure to consider high-school grade performance along with ACT scores. In our view, such justification is inadequate because the ACT requirement was originally adopted for discriminatory purposes, the current requirement is traceable to that decision and seemingly continues to have segregative effects, and the state has so far failed to show that the "ACT-only" admission standard is not susceptible to elimination without eroding sound educational policy.

A second aspect of the present system that necessitates further inquiry is the widespread duplication of programs. "Unnecessary" duplication refers, under the District Court's definition, "to those instances where two or more institutions offer the same non-essential or non-core program. Under this definition, all duplication at the bachelor's level of non-basic liberal arts and sciences course work and all duplication at the master's level and above are considered to be unnecessary." 674 F. Supp., at 1540.

The District Court found that 34.6 per cent of the 29 undergraduate programs at historically black institutions are "unnecessarily duplicated" by the historically white universities, and that 90 per cent of the graduate programs at the historically black institutions are unnecessarily duplicated at the historically white institutions. Id., at 1541. In its conclusions of law on this point, the District Court nevertheless determined that "there is no proof" that such duplication "is directly associated with the racial identifiability of institutions," and that "there is no proof that the elimination of unnecessary program duplication would be justifiable from an educational standpoint or that its elimination would have a substantial effect on student choice." Id., at 1561.

The District Court's treatment of this issue is problematic from several different perspectives. First, the court appeared to impose the burden of proof on the plaintiffs to meet a legal standard the court itself acknowledged was not yet formulated. It can hardly be denied that such duplication was part and parcel of the prior dual system of higher education—the whole notion of "separate but equal" required duplicate programs in two sets of schools—and that the present unnecessary duplication is a continuation of that practice.

Brown and its progeny, however, established that the burden of proof falls on the state, and not the aggrieved plaintiffs, to establish that it has dismantled its prior *de jure* segregated system. *Brown II*, 349 U.S., at 300. The court's holding that petitioners could not establish the constitutional defect of unnecessary duplication, therefore, improperly shifted the burden away from the state. Second, implicit in the District Court's finding of "unnecessary" duplication is the absence of any educational justification and the fact that some if not all duplication may be practicably eliminated. Indeed, the District Court observed that such duplication "cannot be justified economically or in terms of providing quality education." 674 F. Supp., at 1541. Yet by stating that "there is no proof" that elimination of unnecessary duplication would decrease institutional racial identifiability, affect student choice, and promote educationally sound policies, the court did not make clear whether it had directed the parties to develop evidence on these points, and if so, what that evidence revealed. See id., at 1561. Finally, by treating this issue in isolation, the court failed to consider the combined effects of unnecessary program duplication with other policies, such as differential admissions standards, in evaluating whether the state had met its duty to dismantle its prior *de jure* segregated system.

We next address Mississippi's scheme of institutional mission classification, and whether it perpetuates the state's formerly *de jure* dual system. The District Court found that, throughout the period of *de jure* segregation, University of Missis-

si, Mississippi State University, and University of Southern Mississippi were the flagship institutions in the state system. They received the most funds, initiated the most advanced and specialized programs, and developed the widest range of curricular functions. At their inception, each was restricted for the education solely of white persons. Id., at 1526-1528. The missions of Mississippi University for Women and Delta State University (DSU), by contrast, were more limited than their other all-white counterparts during the period of legalized segregation. MUW and DSU were each established to provide undergraduate education solely for white students in the liberal arts and such other fields as music, art, education, and home economics. Id., at 1527-1528.

When they were founded, the three exclusively black universities were more limited in their assigned academic missions than the five all-white institutions. Alcorn State, for example, was designated to serve as "an agricultural college for the education of Mississippi's black youth." Id., at 1527. Jackson State and Mississippi Valley State were established to train black teachers. Id., at 1528. Though the District Court's findings do not make this point explicit, it is reasonable to infer that state funding and curriculum decisions throughout the period of *de jure* segregation were based on the purposes for which these institutions were established.

In 1981, the state assigned certain missions to Mississippi's public universities as they then existed. It classified University of Mississippi, Mississippi State, and Southern Mississippi as "comprehensive" universities having the most varied programs and offering graduate degrees. Two of the historically white institutions, Delta State University and Mississippi University for Women, along with two of the historically black institutions, Alcorn State University and Mississippi Valley State University, were designated as "regional" universities with more limited programs and devoted primarily to undergraduate education. Jackson State University was classified as an "urban" university whose mission was defined by its urban location.

The institutional mission designations adopted in 1981 have as their antecedents the policies enacted to perpetuate racial separation during the *de jure* segregated regime. The Court of Appeals expressly disagreed with the District Court by recognizing that the "inequalities among the institutions largely follow the mission designations, and the mission designations to some degree follow the historical racial assignments." 914 F. 2d, at 692. It nevertheless upheld this facet of the system as constitutionally acceptable based on the existence of good-faith racially neutral policies and procedures.

That different missions are assigned to the universities surely limits to some extent an entering student's choice as to which university to seek admittance. While the courts below both agreed that the classification and mission assignments were made without discriminatory purpose, the Court of Appeals found that the record "supports the plaintiffs' argument that the mission designations had the effect of maintaining the more limited program scope at the historically black universities." Id., at 690. We do not suggest that absent discriminatory purpose the assignment of different missions to various insti-

tutions in a state's higher-education system would raise an equal protection issue where one or more of the institutions become or remain predominantly black or white. But here the issue is whether the state has sufficiently dismantled its prior dual system; and when combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations interfere with student choice and tend to perpetuate the segregated system. On remand, the court should inquire whether it would be practicable and consistent with sound educational practices to eliminate any such discriminatory effects of the state's present policy of mission assignments.

Fourth, the state attempted to bring itself into compliance with the Constitution by continuing to maintain and operate all eight higher-educational institutions. The existence of eight instead of some lesser number was undoubtedly occasioned by state laws forbidding the mingling of the races. And as the District Court recognized, continuing to maintain all eight universities in Mississippi is wasteful and irrational. The District Court pointed especially to the facts that Delta State and Mississippi Valley are only 35 miles apart and that only 20 miles separate Mississippi State and Mississippi University for Women. 674 F. Supp., at 1563-1564. It was evident to the District Court that "the defendants undertake to fund more institutions of higher learning than are justified by the amount of financial resources available to the state," id., at 1564, but the court concluded that such fiscal irresponsibility was a policy choice of the Legislature rather than a feature of a system subject to constitutional scrutiny.

Unquestionably, a larger rather than a smaller number of institutions from which to choose in itself makes for different choices, particularly when examined in the light of other factors present in the operation of the system, such as admissions, program duplication, and institutional mission designations. Though certainly closure of one or more institutions would decrease the discriminatory effects of the present system, see, e.g., *United States v. Louisiana*, 718 F. Supp. 499, 514 (ED La. 1989), based on the present record we are unable to say whether such action is constitutionally required.

Elimination of program duplication and revision of admissions criteria may make institutional closure unnecessary. However, on remand this issue should be carefully explored by inquiring and determining whether retention of all eight institutions itself affects student choice and perpetuates the segregated higher-education system, whether maintenance of each of the universities is educationally justifiable, and whether one or more of them can be practicably closed or merged with other existing institutions.

Because the former *de jure* segregated system of public universities in Mississippi impeded the free choice of prospective students, the state in dismantling that system must take the necessary steps to insure that this choice now is truly free. The full range of policies and practices must be examined with this duty in mind. That an institution is predominantly white or black does not in itself make out a constitutional violation. But surely the state may not leave in place policies rooted in its prior officially-segregated system that serve to maintain the racial identifiability of its uni-

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versities if those policies can practicably be eliminated without eroding sound educational policies.

If we understand private petitioners to press us to order the upgrading of Jackson State, Alcorn State and Mississippi Valley solely so that they may be publicly financed, exclusively black enclaves by private choice, we reject that request. The state provides these facilities for all its citizens and it has not met its burden under *Brown* to take affirmative steps to dismantle its prior *de jure* system when it perpetuates a separate, but "more equal" one. Whether such an increase in funding is necessary to achieve a full dismantlement under the standards we have outlined, however, is a different question, and one that must be addressed on remand.

Because the District Court and the Court of Appeals failed to consider the state's duties in their proper light, the cases must be remanded. To the extent that the state has not met its affirmative obligation to dismantle its prior dual system, it shall be adjudged in violation of the Constitution and Title VI and remedial proceedings shall be conducted. The decision of the Court of Appeals is vacated, and the cases are remanded for further proceedings consistent with this opinion.

It is so ordered.

Justice Thomas's Concurring Opinion

"We must rally to the defense of our schools. We must repudiate this unbearable assumption of the right to kill institutions unless they conform to one narrow standard." W. E. B. Du Bois, *Schools*, 13 *The Crisis* 111, 112 (1917).

I agree with the Court that a state does not satisfy its obligation to dismantle a dual system of higher education merely by adopting race-neutral policies for the future administration of that system. Today, we hold that "if policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational policies." *Ante*, at 10.

I agree that this statement defines the appropriate standard to apply in the higher-education context. I write separately to emphasize that this standard is far different from the one adopted to govern the grade-school context in *Green v. New Kent County School Bd.*, 391 U.S. 430 (1968), and its progeny. In particular, because it does not compel the elimination of all observed racial imbalance, it portends neither the destruction of historically black colleges nor the severing of those institutions from their distinctive histories and traditions.

In *Green*, we held that the adoption of a freedom-of-choice plan does not satisfy the obligations of a formerly *de jure* grade-school system should the plan fail to decrease, if not eliminate, the racial imbalance within that system. See *id.*, at 441. Although racial imbalance does not itself establish a violation of the Constitution, our decisions following *Green* indulged the presumption, often irrefutable in practice, that a presently observed imbalance has been proximately caused by intention-

al state action during the prior *de jure* era. See, e.g., *Dayton Bd. of Ed. v. Brinkman*, 443 U.S. 526, 537 (1979); *Keyes v. School Dist. No. 1, Denver, Colo.*, 413 U.S. 189, 211 (1973).

As a result, we have repeatedly authorized the district courts to reassign students, despite the operation of facially neutral assignment policies, in order to eliminate or decrease observed racial imbalances. See, e.g., *Swann v. Charlotte-Mecklenburg Board of Ed.*, 402 U.S. 1, 22-31 (1971); *Green, supra*, at 442.

Whatever the merit of this approach in the grade-school context, it is quite plainly not the approach that we adopt today to govern the higher-education context. We explicitly reject the use of remedies as "radical" as student reassignment—i.e., "remedies akin to those upheld in *Green*," *Ante*, at 10. See also *ante*, at 9. Of necessity, then, we focus on the specific policies alleged to produce racial imbalance, rather than on the imbalance itself. Thus, a plaintiff cannot obtain relief merely by identifying a persistent racial imbalance, because the district court cannot provide a reassignment remedy designed to eliminate that imbalance directly.

Plaintiffs are likely to be able to identify, as these plaintiffs have identified, specific policies traceable to the *de jure* era that continue to produce a current racial imbalance.

As a practical matter, then, the district courts administering our standard will spend their time determining whether such policies have been adequately justified—a far narrower, more manageable task than that imposed under *Green*.

A challenged policy does not survive under the standard we announce today if it began during the prior *de jure* era, produces adverse impacts, and persists without sound educational justification. When each of these elements has been met, I believe, we are justified in not requiring proof of a present specific intent to discriminate. It is safe to assume that a policy adopted during the *de jure* era, if it produces segregative effects, reflects a discriminatory intent.

As long as that intent remains, of course, such a policy cannot continue. And given an initially tainted policy, it is eminently reasonable to make the state bear the risk of non-persuasion with respect to intent at some future time, both because the state has created the dispute through its own prior unlawful conduct, see, e.g., *Keyes, supra*, at 209-210, and because discriminatory intent does tend to persist through time, see, e.g., *Hazelwood School Dist. v. United States*, 433 U.S. 299, 309-310, n. 15 (1977). Although we do not formulate our standard in terms of a burden shift with respect to intent, the factors we do consider—the historical background of the policy, the degree of its adverse impact, and the plausibility of any justification asserted in its defense—are precisely those factors that go into determining intent under *Washington v. Davis*, 426 U.S. 229 (1976). See, e.g., *Arlington Heights v. Metropolitan Housing Development Corp.*, 429 U.S. 252, 266-267 (1977). Thus, if a policy remains in force, without adequate justification and despite tainted roots and segregative effect, it appears clear—clear enough to presume conclusively—that the state has failed to disprove discriminatory intent.

We have no occasion to elaborate upon what constitutes an adequate justification. Under *Green*, we have recognized that an otherwise unconstitutional policy may be justified if it serves "important and legitimate ends," *Dayton, supra*, at 538, or if its elimination is not "practicable," *Board of Ed. of Oklahoma City v. Dowell*, 498 U.S. (1991) (slip. op., at 11). As Justice Scalia points out, see *post*, at 5-6, our standard appears to mirror these formulations rather closely. Nonetheless, I find most encouraging the Court's emphasis on "sound educational practices," *ante*, at 10 (emphasis added); see also, e.g., *ante*, at 12 ("sound educational justification"); *ante*, at 17 ("sound educational policy"). From the beginning, we have recognized that desegregation remedies cannot be designed to insure the elimination of any remnant at any price, but rather must display "a practical flexibility" and "a facility for adjusting and reconciling public and private needs." *Brown v. Board of Ed.*, 349 U.S. 294, 300 (1955). Quite obviously, one compelling need to be considered is the educational need of the present and future students in the Mississippi university system, for whose benefit the remedies will be crafted.

In particular, we do not foreclose the possibility that there exists "sound educational justification" for maintaining historically black colleges as such. Despite the shameful history of state-enforced segregation, these institutions have survived and flourished. Indeed, they have expanded as opportunities for blacks to enter historically white institutions have expanded. Between 1954 and 1980, for example, enrollment at historically black colleges increased from 70,000 to 200,000 students, while degrees awarded increased from 13,000 to 32,000. See S. Hill, National Center for Education Statistics, *The Traditionally Black Institutions of Higher Education 1860 to 1982*, pp. xiv-xv (1985). These accomplishments have not gone unnoticed.

"The colleges founded for Negroes are both a source of pride to blacks who have attended them and a source of hope to black families who want the benefits of higher learning for their children. They have exercised leadership in developing educational opportunities for young blacks at all levels of instruction, and, especially in the South, they are still regarded as key institutions for enhancing the general quality of the lives of black Americans." Carnegie Commission on Higher Education, *From Isolation to Mainstream: Problems of the Colleges Founded for Negroes* 11 (1971).

I think it undisputable that these institutions have succeeded in part because of their distinctive histories and traditions; for many, historically black colleges have become "a symbol of the highest attainment of blacks of black culture." J. Preer, *Lawyers v. Educators: Black Colleges and Desegregation in Public Higher Education* 2 (1982). Obviously, a state cannot maintain such traditions by closing particular institutions, historically white or historically black, to particular racial groups. Nonetheless, it hardly follows that a state cannot operate a diverse assortment of institutions—including historically black institutions—open to all on a race-neutral basis,

but with established traditions and programs that might disproportionately appeal to one race or another.

No one, I imagine, would argue that such institutional diversity is without "sound educational justification," or that it is even remotely akin to program duplication, which is designed to separate the races for the sake of separating the races. The Court at least hints at the importance of this value when it distinguishes *Green* in part on the ground that colleges and universities "are not fungible." *Ante*, at 9. Although I agree that a state is not constitutionally required to maintain its historically black institutions as such, see *ante*, at 23-24, I do not understand our opinion to hold that a state is forbidden from doing so. It would be ironic, to say the least, if the institutions that sustained blacks during segregation were themselves destroyed in an effort to combat its vestiges.

Justice O'Connor's Concurring Opinion

I join the opinion of the Court, which requires public universities, like public elementary and secondary schools, to affirmatively dismantle their prior *de jure* segregation in order to create an environment free of racial discrimination and to make aggrieved individuals whole. See *Brown v. Board of Education*, 349 U.S. 294, 299 (1955) (*Brown II*); *Milliken v. Bradley*, 418 U.S. 717, 746 (1974). I write separately to emphasize that it is Mississippi's burden to prove that it has undone its prior segregation, and that the circumstances in which a state may maintain a policy or practice traceable to *de jure* segregation that has segregative effects are narrow.

In light of the state's long history of discrimination, and the lost educational and career opportunities and stigmatic harms caused by discriminatory educational systems, see *Brown v. Board of Education*, 347 U.S. 483, 494 (1954) (*Brown II*); *Sweatt v. Painter*, 339 U.S. 629, 634-635 (1950); *McLaurin v. Oklahoma State Regents for Higher Ed.*, 339 U.S. 637, 640-641 (1950), the courts below must carefully examine Mississippi's proffered justifications for maintaining a remnant of *de jure* segregation to insure that such rationales do not merely mask the perpetuation of discriminatory practices. Where the state can accomplish legitimate educational objectives through less segregative means, the courts may infer lack of good faith; at the least it places a heavy burden upon the state to explain its preference for an apparently less effective method. *Green v. New Kent County School Bd.*, 391 U.S. 430, 439 (1968).

In my view, it also follows from the state's obligation to prove that it has "taken all steps" to eliminate policies and practices traceable to *de jure* segregation, *Freeman v. Pitts*, 503 U.S. (1992) (slip. op., at 15), that if the state shows that maintenance of certain remnants of its prior system is essential to accomplish its legitimate goals, then it still must prove that it has counteracted and minimized the segregative impact of such policies to the extent possible. Only by eliminating a remnant that unnecessarily continues to foster segregation or by negating insofar as possible its segregative impact can the state satisfy its constitutional obligation to dismantle the discriminatory system that should, by now, be only a distant memory.

Government & Politics

Government & Politics

Justice Scalia's Dissenting Opinion

With some of what the Court says today, I agree. I agree, of course, that the Constitution compels Mississippi to remove all discriminatory barriers to its state-funded universities. *Brown v. Board of Education*, 347 U.S. 483 (1954) (*Brown I*). I agree that the Constitution does not compel Mississippi to remedy funding disparities between its historically black institutions (HBI's) and historically white institutions (HWI's). And I agree that Mississippi's American College Testing Program (ACT) requirements need further review. I reject, however, the effectively unsustainable burden the Court imposes on Mississippi, and all states that formerly operated segregated universities, to demonstrate compliance with *Brown I*.

That requirement, which resembles what we prescribed for primary and secondary schools in *Green v. New Kent County School Board*, 391 U.S. 430 (1968), has no proper application in the context of higher education, provides no genuine guidance to states and lower courts, and is likely to subvert as to promote the interests of those citizens on whose behalf the present suit was brought.

I.

Before evaluating the Court's handiwork, it is no small task simply to comprehend it. The Court sets forth not one, but seemingly two different tests for ascertaining compliance with *Brown I*—though in the last analysis they come to the same.

The Court initially announces the following test, in Part III of its opinion: all policies (i) "traceable to the state's prior *de jure* system" (ii) "that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system"—must be eliminated (iii) to the extent "practicable" and (iv) consistent with "sound educational" practices. *Ante*, at 12.

When the Court comes to applying its test, however, in Part IV of the opinion, "influencing student enrollment decisions" is not merely one example of a "segregative effect," but is elevated to an independent and essential requirement of its own.

The policies that must be eliminated are those that (i) are legacies of the dual system, (ii) "contribute to the racial identifiability" of the state's universities (the same as (i) and (ii) in Part III), and in addition (iii) do so in a way that "substantially restricts a person's choice of which institution to enter" (emphasis added). *Ante*, at 13. See also *ante*, at 15, 19, 21-23.

What the Court means by "substantially restricting a person's choice of which institution to enter" is not clear. During the course of the discussion in Part IV the requirement changes from one of strong coercion ("substantially restrict," *ante*, at 13, "interfere," *ante*, at 21), to one of milding pressure ("restrict," *ante*, at 15, "limit," *ante*, at 21), to one of slight inducement ("inherently self-select," *ante*, at 15, "affect," *ante*, at 19, 23). If words have any meaning, in this last stage of deconstruction the requirement is so frail that almost anything will overcome it.

Even an open-admissions policy would fall short of insuring that student choice is unaffected by state action. The Court's re-

sults also suggest that the "restricting-choice" requirement is toothless. Nothing else would explain how it could be met by Mississippi's mission designations, program duplication, and operation of all eight formerly *de jure* colleges. Only a test aimed at state action that "affects" student choice could implicate policies such as these, which in no way restrict the decision where to attend college. (Indeed, program duplication and continuation of the eight schools have quite the opposite effect; they multiply, rather than restrict, limit, or impede the available choices.) At the end of the day, then, the Court dilutes this potentially useful concept to the point of such insignificance that it adds nothing to the Court's test except confusion. It will be a fertile source of litigation.

Almost as inscrutable in its operation as the "restricting-choice" requirement is the requirement that challenged state practices perpetuate *de facto* segregation. That is "likely" met, the Court says, by Mississippi's mission designations. *Ante*, at 21-22. Yet surely it is apparent that by designating three colleges of the same prior disposition (HBI's) as the only comprehensive schools, Mississippi encouraged integration; and that the suggested alternative of elevating an HBI to comprehensive status (so that blacks could go there instead of to the HWI's) would have been an invitation to continuing segregation. See *Ayers v. Altain*, 674 F. Supp. 1523, 1562 (ND Miss. 1987) ("Approximately 30 per cent of all black college students attending four-year colleges in the state attend one of the comprehensive universities").

It appears, moreover, that even if a particular practice does not, in isolation, rise to the minimal level of fostering segregation, it can be aggregated with other ones, and the composite condemned. See *ante*, at 19-20 ("by treating [the] issue [of program duplication] in isolation, the [district] court failed to consider the combined effects of unnecessary program duplication with other policies, such as differential admissions standards"); *ante*, at 21-22 ("when combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations . . . tend to perpetuate the segregated system"). It is interesting to speculate how university administrators are going to guess which practices a district judge will choose to aggregate; or how district judges are going to guess when disaggregation is lawful.

The Court appears to suggest that a practice that has been aggregated and condemned may be disaggregated and approved so long as it does not itself "perpetuate the segregated higher-education system," *ante*, at 23—which seems, of course, to negate the whole purpose of aggregating in the first place. The Court says:

"Elimination of program duplication and revision of admissions criteria may make institutional closure unnecessary. . . . On remand, this issue should be carefully explored by inquiring and determining whether retention of all eight institutions itself . . . perpetuates the segregated higher-education system, whether maintenance of each of the universities is educationally justifiable, and whether one or more of them can be practicably closed or merged with other existing institutions." *Ante*, at 22-23.

Perhaps the Court means, however, that

even if retention of all eight institutions is found by itself not to "perpetuate the segregated higher-education system," it must still be found that such retention is "educationally justifiable," or that none of the institutions can be "practicably closed or merged." It is unclear.

Besides the ambiguities inherent in the "restricting choice" requirement and the requirement that the challenged state practice or practices perpetuate segregation, I am not sanguine that there will be comprehensible content to the to-be-defined-later (and, make no mistake about it, outcome-determinative) notions of "sound educational justification" and "impracticable elimination."

In short, except for the results that it produces in the present case (which are what they are because the Court says so), I have not the slightest idea how to apply the Court's analysis—and I doubt whether anyone else will.

Whether one consults the Court's description of what it purports to be doing, in Part III, *ante*, at 8-12, or what the Court actually does, in Part IV, *ante*, at 13-24, one must conclude that the Court is essentially applying to universities the amorphous standard adopted for primary and secondary schools in *Green v. New Kent County School Board*, 391 U.S. 430 (1968). Like that case, today's decision places upon the state the ordinarily unsustainable burden of proving the negative proposition that it is not responsible for extant racial disparity in enrollment. See *ante*, at 8. *Green* requires school boards to prove that racially identifiable schools are not the consequence of past or present discriminatory state action. *Swann v. Charlotte-Mecklenburg Bd. of Education*, 402 U.S. 1, 26 (1971); today's opinion requires state university administrators to prove that racially identifiable schools are not the consequence of any practice or practices (in such impromptu "aggregation" as might strike the fancy of a district judge) held over from the prior *de jure* regime.

This will imperil virtually any practice or program plaintiffs decide to challenge—just as *Green* has—so long as racial imbalance remains. And just as under *Green*, so also under today's decision, the only practicable way of disproving that "existing racial identifiability is attributable to the state," *ante*, at 8, is to eliminate extant segregation, i.e., to assure racial proportionality in the schools.

Failing that, the state's only defense will be to establish an excuse for each challenged practice—either impracticability of elimination, which is also a theoretical excuse under the *Green* regime, see *Board of Education of Oklahoma City v. Dowell*, 498 U.S. (1991) (slip. op., at 10-11), or sound educational value, which (presumably) is not much different from the "important and legitimate ends" excuse available under *Green*, see *Dayton Board of Education v. Brinkman*, 443 U.S. 526, 538 (1979).

II.

Application of the standard (or standards) announced today has no justification in precedent, and in fact runs contrary to a case decided six years ago, see *Bazemore v. Friday*, 478 U.S. 385 (1986). The Court relies primarily upon citations of *Green* and other primary and secondary school cases. But those decisions left open the question whether *Green* merits appli-

cation in the distinct context of higher education. Beyond that, the Court relies on *Brown I*, *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413 (1956) (*per curiam*), and *Gilmore v. City of Montgomery*, 417 U.S. 556 (1974). That reliance also is mistaken.

The constitutional evil of the "separate but equal" regime that we confronted in *Brown I* was that blacks were told to go to one set of schools, whites to another. See *Plessy v. Ferguson*, 163 U.S. 537 (1896). What made this "even-handed" racial partitioning offensive to equal protection was its implicit stigmatization of minority students: "To separate [black students] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." *Brown I*, 347 U.S., at 494. In the context of higher education, a context in which students decide whether to attend school and if so where, the only unconstitutional derivations of that bygone system are those that limit access on discriminatory bases; for only they have the potential to generate the harm *Brown I* condemned, and only they have the potential to deny students equal access to the best public education a state has to offer. Legacies of the dual system that permit (or even incidentally facilitate) free choice of racially identifiable schools—while still assuring each individual student the right to attend whatever school he wishes—do not have these consequences.

Our decisions immediately following *Brown I* also fail to sustain the Court's approach. They, too, suggest that former *de jure* states have one duty: to eliminate discriminatory obstacles to admission. *Brown v. Board of Education*, 349 U.S. 294 (1955) (*Brown II*), requires states "to achieve a system of determining admission to the public schools on a non-racial basis." *Id.*, at 300-301, as do other cases of that era, see, e.g., *Cooper v. Aaron*, 358 U.S. 1, 7 (1958); *Goss v. Board of Ed. of Knoxville*, 373 U.S. 683, 687 (1963).

Nor do *Hawkins* or *Gilmore* support what the Court has done. *Hawkins* involved a segregated graduate school, to be sure. But our one-paragraph *per curiam* opinion supports nothing more than what I have said: the duty to dismantle means the duty to establish non-discriminatory admissions criteria. See 350 U.S., at 414 ("He is entitled to prompt admission under the rules and regulations applicable to other qualified candidates"). Establishment of neutral admissions standards, not the eradication of all "policies traceable to the *de jure* system . . . having discriminatory effects," *ante*, at 10, is what *Hawkins* is about.

Finally, *Gilmore*, quite simply, is inapposite. All that we did there was uphold an order enjoining a city from granting exclusive access to its parks and recreational facilities to segregated private schools and to groups affiliated with such schools. 417 U.S., at 569. Notably, in the one case that does bear proximately on today's decision, *Bazemore, supra*, we declined to apply *Gilmore*. See *Bazemore, supra*, at 408 ("Our cases requiring parks and the like to be desegregated lend no support for requiring more than what has been done in this case").

If we are looking to precedent to guide us in the context of higher education, we need not go back 38 years to *Brown I*, read *Continued on Following Page*

A New Era for Desegregation

Text of Supreme Court Opinions on Mississippi Desegregation

Continued From Preceding Page

between the lines of *Hawkins*, or conjure authority (*Gilmore*) that does not exist. In *Bazemore v. Friday*, *supra*, we addressed a dispute parallel in all relevant respects to this one. At issue there was state financing of 4-H and homemaker youth clubs by the North Carolina Agricultural Extension Service, a division of North Carolina State University. In the *Plessy* era, club affiliations had been dictated by race; after 1964, they were governed by neutral criteria. Yet "there were a great many all-white and all-black clubs" at the time suit was filed. 478 U.S., at 407. We nonetheless declined to adopt *Green*'s requirement that "affirmative action [be taken] to integrate" once segregated-by-law/still segregated-in-fact state institutions. 478 U.S., at 408. We confined *Green* to primary and secondary public schools, where "schoolchildren must go to school" and where "school boards customarily have the power to create school attendance areas and otherwise designate the school that particular students may attend." 478 U.S., at 408. "This case," we said, "presents no current violation of the Fourteenth Amendment since the service has discontinued its prior discriminatory practices and has adopted a wholly neutral admissions policy. The mere continued existence of single-race clubs does not make out a constitutional violation." *Ibid*.

The Court asserts that we reached the result we did in *Bazemore* "only after satisfying ourselves that the state had not fostered segregation by playing a part in the decision of which club an individual chose to join," *ante*, at 11—implying that we assured ourselves there, as the Court insists we must do here, that none of the state's practices carried over from *de jure* days incidentally played a part in the decision of which club an individual chose to join. We did no such thing. An accurate description of *Bazemore* was set forth in *Richmond v. J. A. Croson Co.*, 488 U.S. 469 (1989): "mere existence of single-race clubs . . . cannot create a duty to integrate." We said *Bazemore* held, "in absence of evidence of exclusion by race," 488 U.S., at 503 (emphasis added)—not "in absence of evidence of state action playing a part in the decision of which club an individual chose to join."

The only thing we "satisfied ourselves" about in *Bazemore* was that the club members' choices were "wholly voluntary and unfettered," 478 U.S., at 407—which does not mean the state "played [no] part in the decision of which club an individual chose to join," however much the Court may mull the concepts together today. It is on the face of things entirely unbelievable that the previously established characteristics of the various all-white and all-black 4-H Clubs (where each of them met, for example) did not even play a part in young people's decisions of which club to join.

Bazemore's standard for dismantling a dual system ought to control here: discontinuation of discriminatory practices and adoption of a neutral admissions policy. To use *Green* nomenclature, modern racial imbalance remains a "vestige" of past segregative practices in Mississippi's universities, in that the previously mandated racial identification continues to affect where students choose to enroll—just as it surely affected which clubs students chose to join in *Bazemore*. We tolerated this vest-

igial effect in *Bazemore*, squarely rejecting the view that the state was obliged to correct "the racial segregation resulting from [its prior] practices." 478 U.S., at 417. And we declined to require the state, as the Court has today, to prove that no holdover practices of the *de jure* system, e.g., program offerings in the different clubs, played a role in the students' decisions of which clubs to join.

If that analysis was correct six years ago in *Bazemore*, and I think it was, it must govern here as well. Like the club attendance in *Bazemore* (and unlike the school attendance in *Green*), attending college is voluntary, not a legal obligation, and which institution particular students attend is determined by their own choice, not by "school boards [who] customarily have the power to create school attendance areas and otherwise designate the school that particular students may attend." *Bazemore*, *supra*, at 408. Indeed, *Bazemore* was a more appealing case than this for adhering to the *Green* approach, since the 4-H Clubs served students similar in age to those in *Green*, and had been "organized in the public schools" until the early 1960's. 478 U.S., at 417.

It is my view that the requirement of compelled integration (whether by student assignment, as in *Green* itself, or by elimination of non-integrated options, as the Court today effectively decrees) does not apply to higher education. Only one aspect of an historically segregated university system need be eliminated: discriminatory admissions standards. The burden is upon the formerly *de jure* system to show that that has been achieved. Once that has been done, however, it is not just unprecedented, but illogical as well, to establish that former *de jure* states continue to deny equal protection of the law to students whose choices among public university offerings are unimpeded by discriminatory barriers. Unless one takes the position that *Brown I* required states not only to provide equal access to their universities but also to correct lingering disparities between them, that is, to remedy institutional non-compliance with the "equal" requirement of *Plessy*, a state is in compliance with *Brown I* once it establishes that it has dismantled all discriminatory barriers to its public universities. Having done that, a state is free to govern its public institutions of higher learning as it will, unless it is convicted of discriminating anew—which requires both discriminatory intent and discriminatory causation. See *Washington v. Davis*, 426 U.S. 229 (1976).

That analysis brings me to agree with the judgment that the Court of Appeals must be reversed in part—for the reason (quite different from the Court's) that Mississippi has not borne the burden of demonstrating that intentionally discriminatory admissions standards have been eliminated. It has been established that Mississippi originally adopted ACT assessments as an admissions criterion because that was an effective means of excluding blacks from the HWI's. See *Ayers v. Allain*, 674 F. Supp., at 1555; *Ayers v. Allain*, 914 F.2d 676, 690 (CA5 1990) (*en banc*). Given that finding, the District Court should have required Mississippi to prove that its continued use of ACT requirements does not have a racially exclusionary purpose and effect—a not insubstantial task. See *Freeman v. Pitts*, 503 U.S. (slip. op., at 4).

III.

I must add a few words about the unanticipated consequences of today's decision. Among petitioners' contentions is the claim that the Constitution requires Mississippi to correct funding disparities between its HWI's and HWI's. The Court rejects that, see *ante*, at 23—as I think it should, since it is students and not colleges that are guaranteed equal protection of the laws. See *Sweatt v. Painter*, 339 U.S. 629, 635 (1950); *Missouri ex rel. Gaines v. Canada*, 305 U.S. 337, 351 (1938). But to say that the Constitution does not require equal funding is not to say that the Constitution prohibits it. The citizens of a state may conclude that if certain of their public educational institutions are used predominantly by whites and others predominantly by blacks, it is desirable to fund those institutions more or less equally.

Ironically enough, however, today's decision seems to prevent adoption of such a conscious policy. What the Court says about duplicate programs is as true of equal funding: the requirement "was part and parcel of the prior dual system." *Ante*, at 19. Moreover, equal funding, like program duplication, facilitates continued segregation—enabling students to attend schools where their own race predominates without paying a penalty in the quality of education. Nor could such an equal-funding policy be saved on the basis that it serves what the Court calls a "sound educational justification." The only conceivable educational value it furthers is that of fostering schools in which blacks receive their education in a "majority" setting; but to acknowledge that as a "value" would contradict the compulsory-integration philosophy that underlies *Green*.

Just as vulnerable, of course, would be all other programs that have the effect of facilitating the continued existence of predominantly black institutions: elevating an HWI to comprehensive status (but see *ante*, at 20-22, where the Court inexplicably suggests that this action may be required); offering a so-called Afrocentric curriculum, as has been done recently on an experimental basis in some secondary and primary schools; see *Jarvis, Brown and the Afrocentric Curriculum*, 101 Yale L.J. 1285, 1287 (1992); preserving eight separate universities, see *ante*, at 22-23, which is perhaps Mississippi's single policy most segregative in effect; or providing funding for HWI's as HWI's, see Pub. L. 99-498, Title III, §301(a), 100 Stat. 1294, 20 U.S.C. §§1060-1063c, which does just that.

But this predictable impairment of HWI's should come as no surprise: for incidentally facilitating—indeed, even tolerating—the continued existence of HWI's is not what the Court's test is about, and has never been what *Green* is about. See *Green*, 391 U.S., at 442 ("The board must be required to formulate a new plan and . . . fashion steps which promise realistically to convert promptly to a system without a 'white' school and a 'Negro' school"). What the Court's test is designed to achieve is the elimination of predominantly black institutions. While that may be good social policy, the present petitioners, I suspect, would not agree; and there is much to be said for the Court of Appeals' perception in *Ayers*, 914 F.2d, at 687, that "if no [state] authority exists to deny [the student] the right to attend the institution

of his choice, he is done a severe disservice by remedies which, in seeking to maximize integration, minimize diversity and violate his choices."

But whether or not the Court's antagonism to unintegrated schooling is good policy, it is assuredly not good constitutional law. There is nothing unconstitutional about a "black" school in the sense, not of a school that blacks must attend and that whites cannot, but of a school that, as a consequence of private choice in residence or in school selection, contains, and has long contained, a large black majority. See *McLaurin v. Oklahoma State Regents for Higher Ed.*, 339 U.S. 637, 641 (1950). (The Court says this, see *ante*, at 23, but does not appear to mean it, see *ante*, at 10.)

In a perverse way, in fact, the insistence, whether explicit or implicit, that such institutions not be permitted to endure perpetuates the very stigma of black inferiority that *Brown I* sought to destroy. Not only Mississippi but Congress itself seems out of step with the drum that the Court beats today, judging by its passage of an act entitled "Strengthening Historically Black Colleges and Universities," which authorizes the Education Department to provide money grants to historically black colleges. 20 U.S.C. §§1060-1063c. The implementing regulations designate Alcorn State University, Jackson State University, and Mississippi Valley State University as eligible recipients. See 34 CFR §608.2(b) (1991).

The Court was asked to decide today whether, in the provision of university education, a state satisfies its duty under *Brown I* by removing discriminatory barriers to admissions. That question required us to choose between the standards established in *Green* and *Bazemore*, both of which cases involved (as, for the most part, this does) free-choice plans that failed to end *de facto* segregation. Once the confusion engendered by the Court's something-for-all, guidance-to-none opinion has been dissipated, compare *ante*, (O'Connor, J., concurring), with *ante*, (Thomas, J., concurring), it will become apparent that, essentially, the Court has adopted *Green*.

I would not predict, however, that today's opinion will succeed in producing the same result as *Green*—viz., compelling the states to compel racial "balance" in their schools—because of several practical imperfections: because the Court deprives district judges of the most efficient (and perhaps the only effective) *Green* remedy, mandatory student assignment, see *ante*, at 10; because some contradictory elements of the opinion (its suggestion, for example, that Mississippi's mission designations foster, rather than deter, segregation) will prevent clarity of application; and because the virtually standardless discretion conferred upon district judges (see Part I, *supra*) will permit the do pretty much what they please.

What I do predict is a number of years of litigation-driven confusion and destabilization in the university systems of all the formerly *de jure* states, that will benefit neither blacks nor whites, neither predominantly black institutions nor predominantly white ones. Nothing good will come of this judicially ordained turmoil, except the public recognition that any Court that would knowingly impose it must hate segregation. We must find some other way of making that point.

President and Congress Agree on Reauthorization Bill

Continued From Page A15

himself as an "education President" in his bid for re-election.

Edward M. Elmendorf, vice-president for governmental relations for the American Association of State Colleges and Universities, said that signing the bill would give the President a new education law to boast about on the campaign trail. "He wants to have more than rhetoric on his side," Mr. Elmendorf said.

Congressional aides said the administration had accepted the direct-loan program under pressure from Republican lawmakers, who were unwilling to vote against a higher-education bill in an election year. The pressure left Administration officials uncertain as to whether they could get the necessary one-third vote in either the House or Senate to sustain a veto.

'Brinkmanship' Avoided

Democrats, meanwhile, were willing to strike a deal with the Administration because they were also uncertain about whether Mr. Bush could sustain a veto. Some were concerned that the President would get the votes—most likely in the Senate—by appealing to Republican lawmakers to protect his

perfect string of 30 sustained vetoes.

"Our view is that it didn't serve anybody's interest to turn this into a confrontation," said Thomas R.

Proponents have argued that replacing all guaranteed loans with direct loans would save the government as much as \$1-billion a year.

Wolunin, chief aide to Rep. William D. Ford, the Michigan Democrat who heads the House Education and Labor Committee.

Proponents of direct loans said they would have preferred a demonstration project with 500 institutions, but were content with the compromise. "I'm for getting the bill passed," said Rep. Robert E. Andrews, a New Jersey Democrat and the original sponsor of the House direct-loan plan. "Anything that would have engaged in brinkmanship and put people's aid in jeopardy—I'm not for that."

"I think we have a demonstra-

tion that is sufficient in size to demonstrate the value of direct lending," Mr. Andrews said.

He and other proponents have argued that replacing all guaranteed loans with direct loans would save the government as much as \$1-billion a year in subsidies that are now paid to banks. They have said that the program would also streamline the loan process by allowing students to get the funds from the aid offices on their campuses.

The direct-loan program would begin in the 1994-95 academic year after the Education Secretary picked participants from a list of interested institutions. The Secretary would be required to select a "cross section" of institutions that have had a total of \$500-million in loans in the 1992-93 year.

The plan also would require that 35 per cent of the institutions agree to make direct loans that would be repayable on an income-contingent basis if the student so desired. Those who favor repayments based on income levels argue that the process would reduce defaults among borrowers who have low-paying jobs.

Changes in 'Needs Analysis'

While officials of several higher-education associations lobbied for the reauthorization bill last week, they remained concerned about changes lawmakers made to the "needs analysis" system. That is the system the government uses to determine who is eligible for aid.

The American Council on Education has argued since the conference committee met that the changes would end Pell Grants to 200,000 to 300,000 unmarried students who were financially independent of their parents. Congressional aides have disputed those figures and suggested that the com-



Rep. Robert E. Andrews: "Anything that would have engaged in brinkmanship and put people's aid in jeopardy—I'm not for that."

puter model the council used to predict the impact of the changes was inaccurate.

The higher-education associations last week set aside the computer model and argued that aid officers on several campuses had found that the changes would rob many students of their grants.

Mr. Elmendorf of the state-college association said his group and

others would keep the issue alive, to make Congress aware that it may need to fix the problem in the future. "I think the Congress has been given misinformation, and I think they're not understanding the impact of what these provisions do to real people," he said.

"It's an honest dispute, but it has to be recognized for what it is and not swept under the carpet." ■

WASHINGTON UPDATE

■ House expected to provide more money for Pell grants

■ Advisory panel seeks increase in spending on AIDS research

College officials expect the House Appropriations Committee to provide more money for Pell Grants in fiscal 1993, but they fear cuts may be made in other aid programs.

The appropriations subcommittee responsible for education, health, and labor programs met behind closed doors last week to draft a bill, but did not release it. The bill, which covers the fiscal year that begins in October, is expected to be made public this week when the full Appropriations Committee votes on it.

College officials said members of the panel had indicated to them that they would include \$711-million to pay for half of the \$1.5-billion shortage in the Pell Grant program. The Education Department has blamed the shortage on increased demand in academic 1991-92 and 1992-93.

Lawmakers are also expected to allocate \$6.5-billion for the 1993-94 academic year—an increase of \$1-billion over 1992 spending. The additional money would pay for

grants to new students at the current level of \$2,400 a year.

College officials said lawmakers had indicated that the Pell Grant allocation would make increases in other programs difficult. In fact, lawmakers suggested that they might need to reduce programs that President Bush asked them to eliminate, such as State Student Incentive Grants.

Higher-education officials concerned with medical research also predicted a tight budget for the National Institutes of Health. The officials said they did not expect the panel to exceed the President's request for a 4.9-per-cent increase.

—THOMAS J. DALOUGHERY

The National Commission on AIDS, a bipartisan advisory panel to the President and Congress, has called for major increases in the budget for research to combat the disease.

The recommendation came in a statement criticizing Bush Administration officials for failing "to

meet fully their responsibilities in leading the national response to the monumental human suffering and economic loss from the HIV/AIDS epidemic."

President Bush has requested \$873-million for AIDS research at the National Institutes of Health for 1993, a 4-per-cent increase over fiscal 1992. The commission said the President, in planning the 1994 budget, should stick to the Public Health Service's "High Priority" budget proposal, which includes a 9-per-cent increase for AIDS research. Typically, those numbers, which reflect the requests of the agencies, are reduced when the Administration puts together its budget.

In a statement, Louis W. Sullivan, the Secretary of Health and Human Services, called the criticism by the AIDS commission "a total misrepresentation of the facts."

"The Administration has made an unparalleled commitment to making AIDS a priority," the Secretary said.

—STEPHEN BURR

Physicists Tell the Senate That Killing the SSC Will Hurt American Science

By KIM A. McDONALD

WASHINGTON

In an effort to save the Superconducting Supercollider, a delegation of leading physicists warned two Senate panels last week that killing the \$8.25-billion subatomic-particle collider would severely damage the vitality of the country's scientific enterprise.

"If we turn our backs on the supercollider and, in effect, terminate this field in the United States, it is one more signal that we are less interested in the long term," said Leon M. Lederman, director emeritus of the Fermi National Accelerator Laboratory in Batavia, Ill.

"This message will go out to all of the young men and women we so desperately want to recruit into all of the sciences, and I fear that our vitality as a once-exuberant and vital society will decline."

Mr. Lederman, a Nobel Prize-winning physicist, delivered his dire warning to a hearing of the Senate Appropriations Subcommittee on Energy and Water Development and the Senate Committee on Energy and Natural Resources. He was accompanied by a dozen eminent scientists, including three other Nobel laureates, whose presence at the hearing and at a later meeting with President Bush was intended to demonstrate widespread scientific support for the supercollider after the House of Representatives last month voted to terminate the controversial project.

Opposition From Bumpers

However, Sen. Dale L. Bumpers, an Arkansas Democrat who plans to offer an amendment to kill the project, broke the supportive atmosphere at the hearing by criticizing the gathering for excluding the views of scientists who fear the supercollider will drain support from smaller research programs.

"There are many in the scientific community and elsewhere that are

opposed to the SSC, yet their voice, and that point of view, will not be heard," he complained.

Mr. Bumpers argued that the supercollider would cost more than \$20-billion to build and operate, and that any project that "has no direct benefits for the economy or our people should not be a priority item."

'A Blank Check'

"We have seen the cost estimates for the SSC more than double in three years, yet we are told the project must continue," he added. "Why in a period of fiscal austerity are we, in effect, giving the SSC a blank check?"

Sen. J. Bennett Johnston, a Louisiana Democrat who chairs both Senate panels, challenged Mr. Bumpers' figures, arguing that the federal government would realize only \$4.3-billion in savings if it terminated the project this year.

He said that if the Senate, like the House of Representatives, wanted to demonstrate its fiscal responsibility, it should trim the government's entitlement programs, not basic research.

"All of us want to send a signal that we are fiscally responsible, that we are for the balanced budget, that we want to bring down the huge amount of this debt," Mr. Johnston said. "But we all know that the real problem with the deficit is not science projects, which represent cumulatively one five hundredth of the budget" in the bill to provide money for energy and water programs.

Senate aides said Mr. Johnston would delay consideration of his subcommittee's bill until after the Senate's July recess to build support for the supercollider.

Although the Senate is considered to be more supportive of the project than the House, the \$650-million requested by President Bush for the supercollider in fiscal 1993 has proved to be more conten-

tious than many lawmakers anticipated.

"We just can't fund everything, no matter how important it is," said Sen. Dennis DeConcini, an Arizona Democrat who suggested that Mr. Johnston consider cutting support for another costly project in order to make financing the supercollider more palatable to Senators like himself.

An aide to Mr. Bumpers said he expected the Senate vote on the supercollider to be very close. He noted that Mr. Bumpers, who also plans to offer an amendment to kill the \$30-billion space station, believes that the supercollider has much more scientific merit than the space station. But he acknowledged that because the government had already spent \$7.8-billion on the space station, compared to about \$1-billion on the supercollider, the collider appeared to be the more vulnerable project.

Bush Promises Support

In his meeting with the scientists, Mr. Bush promised to oppose any attempt in the Senate to cut the supercollider's financing.

"It is important not just for national pride, it's important to science generally that this be fully funded and that we stay out in front," he told them.

However, supercollider supporters are concerned that an audit critical of some aspects of the project's construction could hurt them if it is released before the Senate vote. A spokesman for the Energy Department's Office of Inspector General, which conducted the audit, said the report could be made public as early as next week.

Joseph R. Ciprino, the agency's SSC project manager, said the report had concluded that in the supercollider's early construction "some things cost more than they should have and that we need to get those costs under control." But he noted that construction managers had since made changes to address the recommendations and that "we believe we have avoided those cost increases that might have occurred due to those deficiencies."

Oregon Colleges Face Cuts of 20% After Legislature Kills Tax Plan

Continued From Page A15

mer than the one I'm going to have."

Among other things, the Governor's proposal would have cut the state income tax, and would have instituted a 3.5-per-cent sales tax, with exemptions for food, housing, utilities, and medical costs. The package would have regained most, although not all, of the revenues lost under the 1990 property tax cap, known as Measure 5.

Now the chief hope for relief appears to be that the Legislature might approve a temporary revenue source during the regular session next year to buffer revenue losses during 1993-95.

Plans Submitted in June

A 20-per-cent cut in the higher-education system amounts to eliminating \$152-million from the current biennial state appropriation of \$760-million. The state's 16 community colleges also must cut their budgets, although at much lower levels than the four-year colleges and universities. The community

colleges have different budget sources and actually secured some state support through Measure 5.

Presidents of the eight four-year colleges and universities submitted proposed cuts last month, based on systemwide guidelines issued by the State Board of Higher Education. The cuts included elimination of the state's only veterinary school, at Oregon State University; sharp reductions in nursing enrollments at two colleges; elimination of most master's programs at the four-year colleges; and elimination of more than 400 faculty, staff and administrative positions at the University of Oregon, which decided to trim programs instead of eliminating majors or departments.

Statewide, the system expects to consolidate some academic programs, cut 1,500 faculty, staff, and administrative positions, reduce enrollments by 4,000 students, and raise tuition to regain about \$20-million in lost state revenue.

The chancellor has proposed raising undergraduate tuition by 15 per cent in each of the next two

STATE NOTES

■ Wis. lawmakers fail to block speech code

■ Group allowed to sue animal-research panel

Wisconsin lawmakers failed last week in a bid to block the University of Wisconsin System from starting a new "hate speech" code, but the future of the code was still not clear.

Under Wisconsin law, the Assembly's Colleges and Universities Committee has 30 days to block any rule that the Board of Regents has proposed for the system. Last week, on the 30th day available for review, the committee deadlocked 5 to 5 on a motion to block the code. That left the regents free to enact it.

The committee did vote to ask the regents to reconsider the code in light of recent rulings by the U.S. Supreme Court and the Wisconsin Supreme Court against similar policies (*The Chronicle*, July 1).

The board has not yet met to act on that request.

The proposed code would bar "epithets directed specifically toward individuals with the purposes of creating a hostile educational environment on the basis of their race, gender, or sexual preference."

It was adopted after an earlier speech code was declared unconstitutional by a federal district court.

University officials have said that they believe their code is still legal under the recent court rulings, but civil-liberties groups and some members of the Board of Regents have said it may violate the First Amendment and infringe on academic freedom.

—SCOTT JASCHIK

The Oregon Court of Appeals has ruled that animal-rights activists may sue a University of

Oregon animal-research oversight committee for allegedly violating the state's Public Meetings Law.

Last year, a trial court held that People for the Ethical Treatment of Animals and its campus affiliate could not sue the oversight panel, the Institutional Animal Care and Use Committee, because the activists had not established that they had a stake in decisions reached by the committee.

The Public Meetings Law allows plaintiffs to bring charges only if they are affected by decisions made in a closed meeting.

The committee meeting, held in March of 1990, resulted in the approval of a professor's research proposal to perform cranial surgery on monkeys. The committee supervises animal research at the university to insure that it meets state, federal, and university standards.

The university argued that the activists had established only an "enthusiastic" and "political" interest rather than a "palpable" need for access to the closed meeting and therefore could not sue under the meetings law.

The appeals court overturned the lower court's decision on the grounds that, by virtue of being an animal-rights group "whose purpose is to educate the public about animal exploitation," the plaintiffs had standing under the law to sue the committee.

The ruling sent the case back to the lower court for a trial. University officials have not decided whether to appeal again. The appeals court in Oregon's highest judicial authority, so the university could ask it to reconsider or turn to the U.S. Supreme Court.

—SALMA ABDELNOUR

years. Steeper increases are proposed for professional schools.

By the 1994-95 academic year, undergraduates would pay about \$3,280 at four-year colleges and \$3,480 at universities—more than 40 per cent of the cost of their educations. That would be one of the highest rates on the West Coast, said Gregory W. Parker, spokesman for the chancellor's office.

The board of higher education will approve a final budget later this month, so that it can be forwarded to the Governor by September.

Mr. Bartlett said that all the colleges have enrollment caps but that most expect enrollments to drop voluntarily as students react to higher tuitions and uncertainty about the future of some academic programs.

Attrition and Some Layoffs

He said staff reductions would be made by attrition, job freezes, and some layoffs. Many staffing changes, he said, will follow the system's overall plan for improving coordination.

"This is a selective and planned retreat," he said of the reductions. "This is not a rout; it is a planned retreat."

He added, however: "If you are a student seeing a program reduced or an administrator or faculty member who has to leave, there isn't much distinction in your mind between rout and planned retreat."

This isn't the system's first experience in budget cutting. Educators are still reeling from reductions during the 1991-93 biennium, just after Measure 5 took effect.

During that period, the higher-education system's budget was chopped 11.5 per cent. Those cuts eliminated 61 degree programs, cut more than 1,000 positions, reduced enrollments by more than 3,000, and raised tuition by 38 per cent.

Voter-Registration Drive

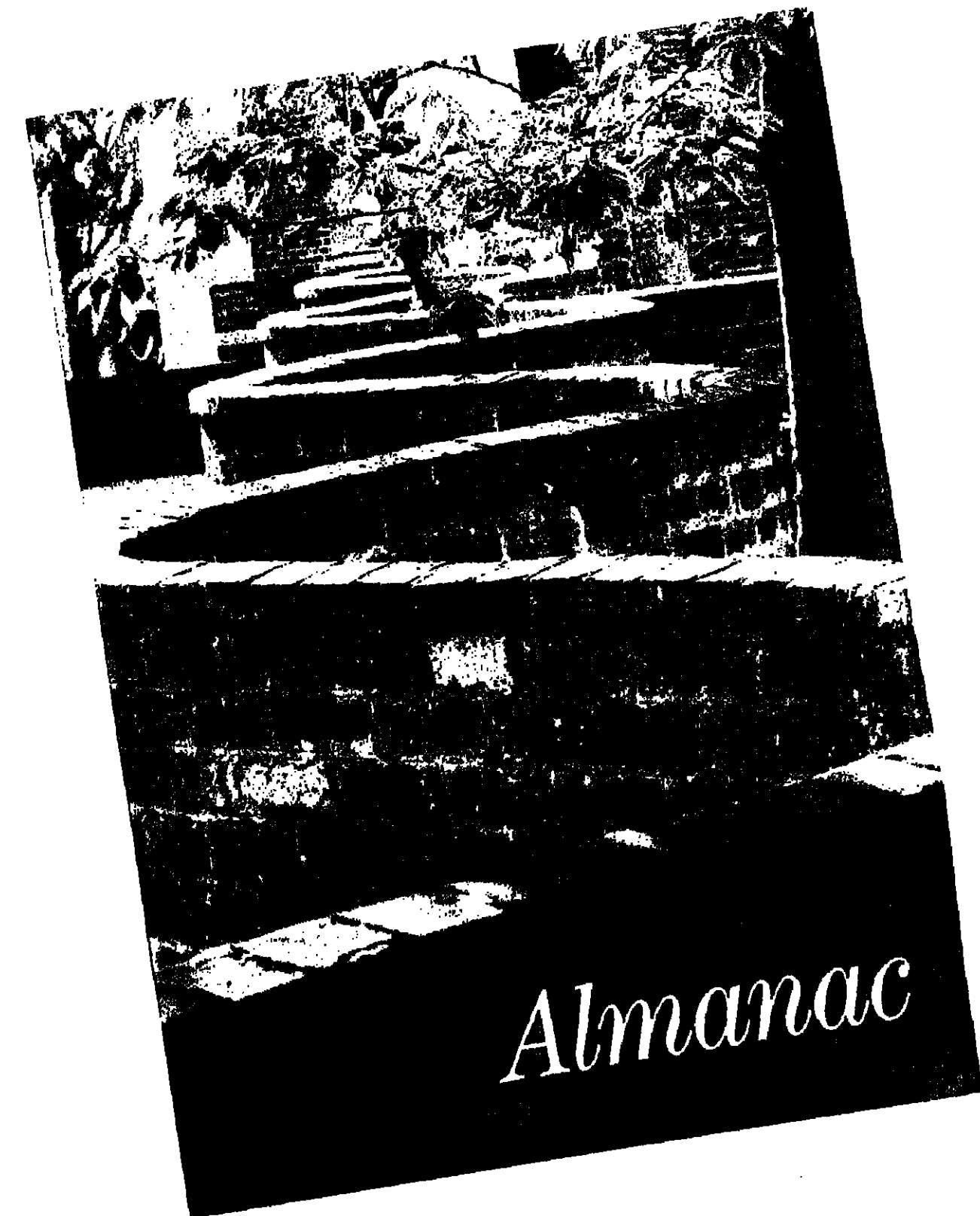
The legislative defeat of the Governor's proposal came in spite of efforts by Oregon faculty members, students, and administrators to win support for its passage. Students were especially energetic, running voter-registration campaigns and holding a rally where they handed out Band-Aids to protest piecemeal budget solutions.

Many campus officials say they don't think voters realized the property-tax relief they wanted would also bring deep cuts to higher education.

Measure 5 limits the property-tax rates for local services, including schools and community colleges. The state must reimburse schools and two-year colleges for the lost revenue, taking millions of dollars from such services as four-year colleges and universities.

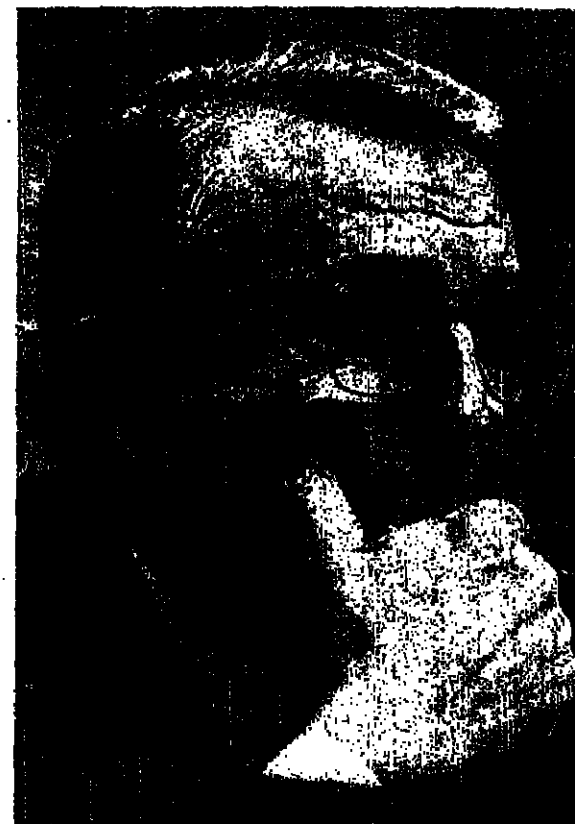
But the man who led the push to get Measure 5 on the ballot in 1990 says voters knew exactly what they wanted: to put the brakes on government growth.

"Is this a reaction against government? You're goddamned right it is," said Don McIntire, a health-club owner who led the campaign in 1990. "What is wrong in our towns and states and cities is that government is accreting more power to itself."

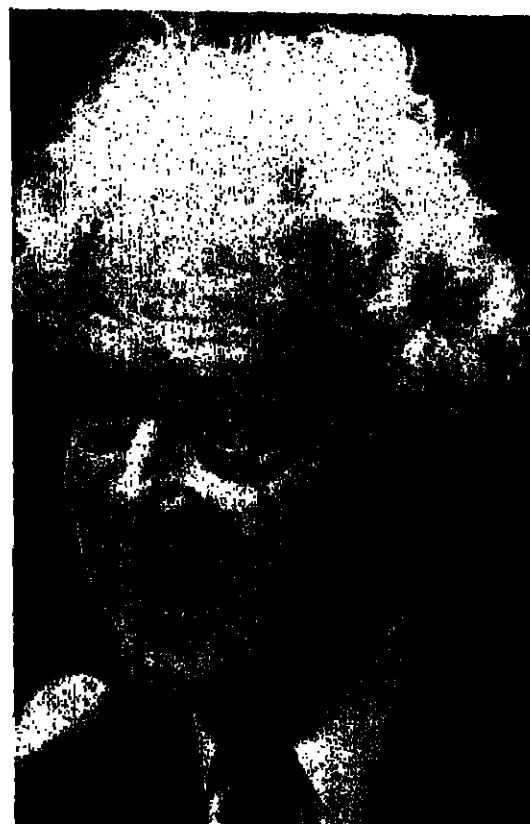


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Sen. Dale L. Bumpers: "Why in a period of fiscal austerity are we, in effect, giving the SSC a blank check?"



Leon M. Lederman: "I fear that our vitality as a once-exuberant and vital society will decline."

BUSINESS AND PHILANTHROPY NOTES

- The case of the endowed chair, FIAT, and the Italian journalist
- Western Michigan falls short in effort to open nursing school
- \$1.1-million slated for Furman will go to 3 Baptist colleges
- Drake to sell 65 houses and put profits toward endowment
- Estate valued at \$10-million is given to Simpson College

Officials of the Columbia University Graduate School of Journalism say they will look into allegations that an Italian journalist who is also chairman of FIAT USA arranged for a \$1.8-million donation to endow the new chair in international journalism that he now holds.

The journalist, Furio Colombo, said he had had nothing to do with soliciting the gift, which came from a major Italian bank. But an article prepared as a class assignment by a student in the journalism school and published in the June/July edition of the magazine *Lingua Franca* named two officials of the bank who said Mr. Colombo had asked the bank to donate the money for the journalism chair.

Maristella Lorch, the director of Columbia's Italian Academy for Advanced Studies in America, said the bank's gift was an expression of "national pride" in the new academy. Another bank donated a similar amount for a chair in European law, she noted. The Italian academy was established in 1991 with a \$17.5-million gift from the Italian government.

The article also raised questions about the ethics of the journalism school's having hired someone with such close ties to a corporation, and suggested that Mr. Colombo's appointment had been pushed on faculty members by the school's dean, Joan Konner.

Ms. Konner did not respond to requests for comment before going on vacation last week. Mr. Colombo, an author and columnist for a newspaper also owned by FIAT, said his corporate position posed no conflict. He said his ties to the

Italian car manufacturer, which also has interests in many other industries, were related to its many publishing ventures. "I'm not here to make cars," Mr. Colombo said.

Stephen Isaacs, associate dean of the journalism school, said the school had a responsibility to reconcile the conflicting accounts of how the money came to be donated and whether any strings were attached. "We have to find out for ourselves," he said.

He also said he was aware that some former faculty members were now questioning the appointment of Mr. Colombo, but said no one had raised the issue when he was hired.

—GOLDIE BLUMENSTYK

Western Michigan University didn't come close to raising the \$8-million it needed to start a nursing school this fall, so the opening has been delayed until fall 1993 at the earliest.

Western Michigan officials had set out more than a year ago to raise money for the school's start-up costs, which include building renovations, equipment purchases, and faculty salaries.

College officials decided to raise private money to cover the cost for the first four or five years and hoped that, by then, the state would be able to help support the school's operating budget.

But Western Michigan fell \$6.7-million short of its goal. Campus officials said many people were unsure of their jobs in the weak economy and were reluctant to give. And hospitals did not donate as much as the university had hoped.

The hospitals, university officials said, did not feel they could give money away when people were complaining about the high cost of health care.

Because Western Michigan saw that it might not reach its goal, it did not hire any professors or accept any students for the fall.

"It's going to be a program of great value," said Janet I. Pisaneschi, dean of the College of Health and Human Services. "And until a decision is made that it's a totally impossible thing, we'll continue to do our best to get the money."

—JULIE L. NICKLIN

About \$1.1-million once slated for Furman University from Baptist churches in South Carolina will instead be divided among three Baptist colleges in the state.

The money is part of \$3-million that the South Carolina Baptist Convention has budgeted for Furman since 1990 but that has been withheld because of a dispute with the university over its decision to sever ties with the state Baptist organization.

Most of the rest of the money will be used for scholarships for students pursuing church-related studies at the three institutions—Anderson College, North Greenville College, and Charleston Southern University—and at six Southern Baptist seminaries.

About \$55,000 will be given to Furman for a campus ministry and to maintain the South Carolina Baptist Historical Collection. Furman altered its charter in October 1990 to give the university,

instead of the state Baptist convention, authority to appoint its governing board.

Some trustees and alumni feared that fundamentalists were taking over the institution.

The state Baptist convention had initially tried to challenge that move in court, but instead voted this spring to break ties with Furman and reallocate the money.

Furman officials said that the money amounted to about 3.5 percent of its budget, and that they had made up for the lost income by spending a little more from endowment earnings.

James Epting, president of North Greenville, said the additional money would be particularly welcome because his two-year institution planned to start its first two bachelor's-degree programs in the fall. "This is great timing for us," he said.

—G.B.

Hoping to earn more money on investments, Drake University has decided to sell about \$2-million worth of its residential properties.

Profits from the sale of the 65 single- and multi-family houses will be added to Drake's \$35-million endowment.

Campus officials plan to reinvest the money in assets that will generate more income than Drake had been receiving from rent on the properties.

Drake acquired the properties over the past 20 years. The university intended to use the land for eventual expansion, but officials have reworked the campus's mas-

ter plan and no longer see a need for the land upon which the 65 properties sit. Drake will keep about 120 other properties and eventually develop them.

The university is offering the 65 houses first to the professors, staff members, students, and community residents now living in them. Drake officials expect sales to be brisk because Des Moines has avoided the real-estate slump of other parts of the country.

"It's a strong market, and we feel we can get a good price for our properties," said Alan K. Cubbage, Drake's director of marketing and communications. "That was really the impetus for us to sell now."

—J.L.N.

An Iowa farm owner and music teacher who "simply couldn't spend all her income" has left an estate valued at about \$10-million to Simpson College, which had never received a gift larger than \$1.4-million.

The bequest from Amy Robertson, a 1921 graduate and a long-time member of the college's board of trustees, will be added to Simpson's endowment, bringing its value to some \$32-million.

The gift includes about 1,500 acres of farmland, cash, tax-free bonds, and leases on Texas oil wells, some of which the college might sell, said Dennis D. Hunt, vice-president for development.

The college would use the money for scholarships first, he said, adding, "What this will do forever is enhance the college's financial picture considerably."

—G.B.

PRIVATE GIVING TO COLLEGES

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W. K. KELLOGG FOUNDATION
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Children. For programs to improve child care: \$497,299 to Wheelock College.

Extension programs. For internships, seminars, and conferences for the U. S. Cooperative Extension Service: \$1.8-million to U. of Wisconsin at Madison.

Leadership. For programs of leadership education: \$482,100 to Massachusetts Institute of Technology.

Minorities. For programs to increase minority enrollment in medical schools: \$456,656 to Brown U.

Rural development. To evaluate Kellogg-assisted "Rural America" programming: \$110,798 to Michigan State U. (This brings the total of Kellogg support for this project to \$626,920).

MONSANTO FUND
800 North Lindbergh Boulevard
St. Louis 63187

High-school students. For a program of mathematics and science education for high-school students: \$300,000 to U. of Missouri at St. Louis.

CHARLOTTE W. NEWCOMBE FOUNDATION
38 Park Place
Princeton, N.J. 08542

Student aid. For scholarships for minority-group or disadvantaged students: \$255,000 divided among 15 institutions affiliated with the Presbyterian Church (U.S.A.).

Gifts & requests

Arkansas College. For scholarships: \$429,000 from the estates of Pauline and Brooks Bradley and \$13,000 from the estate of Nannie Stone Hall.

Case Western Reserve University. For a cultural-diversity program in the school of management: \$750,000 from Society National Bank.

Catawba College. For scholarships and

for the golf program: \$150,000 from Mr. and Mrs. Richard Rendleman.

Colorado School of Mines. For scholarships: \$600,000 from the estate of Eunice Hurley Molk.

DePaul University. For scholarships: \$100,000 from Northern Trust Company.

Gadsden State Community College. For nursing scholarships: \$100,000 from an anonymous donor.

Head College. For scholarships: \$303,000 from the estate of Olive L. Bowlin.

La Salle University. For renovation of facilities: \$225,000 from CoreStates Bank.

Massachusetts Institute of Technology. For support of programs: \$291,000 from E. I. Du Pont de Nemours and Company.

Missouri Western State College. For support of programs: \$1.6-million from the estate of Marie Corby-Hardman.

North Carolina State University. For support of programs: computer software valued at \$1-million from Sas Institute Inc.

University of Dubuque. For support of programs: \$350,000 from the estate of Ida Virue.

University of Kansas. Unrestricted bequest of \$306,000 from the estate of Meta Stember Steigler.

—Unrestricted gift of \$200,000 from Lawrence D. and Joan Rollman Rogers.

University of Miami. For the eye hospital and for a professorship in the field of macular degeneration: \$2-million from the estate of Gladys A. Budworth.

—For a professorship in the school of medicine: \$100,000 from Edward A. Dager.

—For the department of chemistry: equipment valued at \$345,000 from Carson Properties.

—For the school of music: engineering equipment valued at \$250,000 from Sony Corporation of America.

Wayne State University. For programs in manufacturing engineering: \$100,000 from Michigan Bell.

Westminster College (Pa.). For scholarships: \$1.1-million from the estate of Ralph D. Fowler.

Students

Colleges Move to Provide Opportunities to Those Cut Loose by the Armed Forces

Institutions direct soldiers to degree programs and through the thickets of financial aid

By CHRISTOPHER SHEA

Colleges and universities see the nation's effort to reduce its armed forces as an opportunity to recruit a new, and potentially vast, corps of students.

Since 1988, when Congress began to talk about shutting down bases, officials in government and education have explored ways to help military personnel make the transition to civilian life. Congress's Office of Technology Assessment has estimated that roughly 500,000 military positions and civilian Department of Defense jobs will be cut from 1991 to 1995.

Colleges want former servicemen and servicewomen to use education as a step in starting new careers, and states want them to bring their knowledge to the high schools as teachers.

"Many of the men and women leaving the military now never thought they would be in this position," says Marilyn Cobb Crouch, one of the directors of the Defense Transition Services office at the University of Central Florida. "They are confused, and don't know what is out there."

Transition-assistance programs can direct military personnel with specialized skills toward degree programs that will give them the credentials to continue in their chosen field as civilians. Or, they can guide people whose military duties are less easily transferable—infantrymen, for example—into new areas.

Officials of such programs say that they provide former military personnel with information on financial aid. Steve F. Kime, director of Servicemembers Opportunity Colleges, a group of 1,000 colleges and universities, says: "The armed services don't provide a coherent account of what financial aid is available in the 50 states."

A Variety of Approaches

Among the approaches some states and colleges are taking:

■ The California Department of Education developed a project to lure military personnel with expertise in mathematics and science into the public schools as teachers. The program, which received \$100,000 from the U. S. Department of Education in 1990, is coordinated by the U. S. Navy, San Francisco State University, the San Francisco Unified School District, and California's Department of Education. Officials hope to triple the number of people accepted into the program this year. Ten were accepted last year.

■ The Florida Department of Education, which already has an office that refers former military personnel to alternative teacher-certification programs, has proposed expanding that office to serve as a clearing-house of information concerning job opportunities and related academic and vocational programs at various institutions in the state.

■ Valencia Community College secured a grant from the state of Florida to recruit military personnel as students. Pamphlets extol the college's specialized assistance, which ranges from advice on obtaining financial aid to help in converting military experience into college credit.

■ North Lake College hopes to offer classes at the nearby Dallas Naval Air Station to personnel who want college credits and job training.

In the California initiative, 10 slots in the San Francisco State graduate education program were set aside for military person-

nel with bachelor's degrees. Those accepted into the program follow a path that leads to a teaching certificate and to a master's in secondary education. They teach in the afternoon at two San Francisco high schools and take courses at night. Each participant receives \$2,500 from the state to cover fees and the cost of books.

Some Kinks Remain

J. Robert House, a professor of secondary education at San Francisco State who administers the program, recognizes that the move away from the structured environment of the military can be jarring. "We hold informal seminars, usually weekly, where people in the program can trade views about their experience," he says.

Some Kinks in the program remain, however. Five candidates dropped out, partly

Continued on Following Page

Note Book

In the sometimes contentious debate about the influence of feminist scholarship on higher education, not much has been heard from one important source: the students who actually take the courses.

Two Duke University professors have tried to remedy that situation with *Engaging Feminism: Students Speak Up & Speak Out*, a collection of essays culled from journals required of women's-studies students at Duke. Jean F. O'Barr, director of the women's-studies program, and Mary B. Weyer, a lecturer at the university, pored over hundreds of journal entries written by both graduate and undergraduate students from 1986 to 1990 to compile the work.

"We found wonderful paragraphs of first-person narrative in which the focus shifted from what the students were writing about to what it meant to them," Ms. Weyer says.

The published excerpts show students reflecting on the close relationship between the personal and the scholarly in feminist work.

"I'm not suggesting that I don't need to be thorough," one student writes, "but I am recognizing that my personal knowledge gained from life experiences forms a solid base for learning."

One woman observes that, in contrast to other courses, in women's studies "there seems to be less of an atmosphere in which class discussion is a vehicle for impressing the professor and less of a sense of competitiveness."

"The book is not a praise song of women's studies," Ms. Weyer says. "The writings show students experiencing moments of ambivalence, insight, dissatisfaction, and excitement."

Engaging Feminism is published by the University Press of Virginia.

Students at the University of Minnesota passed a referendum in May that could make the campus one of the first to offer abortion services.

Students voted by a ratio of 2-to-1 in favor of conducting a study to determine whether it would be economically feasible to offer abortion services on the campus.

A student health-advisory committee has asked the director of the Boynton Health Service, Donald Peters, to conduct the study and present the results to the student committee by September.

Dr. Peters said students wanted abortion services at the university because it would be more convenient than going to an off-campus clinic for the procedure.

Students also were concerned that private clinics might require them to pay for the service directly. The health service would bill the university's student-insurance plan.

Although abortion is a controversial issue, Dr. Peters said politics would not enter into his decision. "If the procedure is cost-effective, I could recommend that we offer the service," he said.



Marilyn Cobb Crouch of the U. of Central Florida: "Many of the men and women leaving the military now never thought they would be in this position."

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ATQ:48

Colleges Help Military Personnel Make the Transition to Civilian Life

Continued From Preceding Page
because of the intense work load. The participants were required to teach two classes a day and prepare for as many as three three-hour seminars each week. Some who were still on active duty had to set aside time from military obligations.

"We will probably not tie in the master's if we continue the program," Mr. House says. "They can always go on to do that work later."

So far, no one in the program has a full-time teaching position, but Mr. House says he expects that to change by the end of the summer, when public-school districts typically fill their positions.

While the California program focuses on teacher training, officials in Florida hope to develop a broader effort to guide military personnel through college programs and into such burgeoning fields as health care, law enforcement, and trucking.

"Fifteen per cent of the people in the service have bachelor's degrees, and we can maybe convince one per cent of them to teach," says James C. Pirius, director of federal relations for the Florida Department of Education. "A more pressing question is: How do you help the others?"

Stalled by Gulf War

Mr. Pirius started by helping potential teachers. Working with a \$100,000 state grant, he set up an office in the state's Department of Education called Second Careers in Teaching.

From the program's inception, however, Mr. Pirius has hoped to expand the services the office provided. He persuaded Florida businessmen to provide notices of job openings. He also asked community-college officials to supply information about their academic and vocational programs. His goal was to establish a comprehensive computerized data base. "We would not just get the men and women into a training program and forget them," he says. "We would monitor their progress."

But the massive call-up of military personnel for the Persian Gulf war stalled the project. In addition, money has not been available this year because of Florida's budget crisis, and budget woes at the federal level may make it difficult to get help from Congress. "When I think about where we could be right now, I get depressed," Mr. Pirius says.

When Valencia Community College sought and received \$200,000 from Florida to help people leaving the armed forces, it hired retired Lieut. Col. James M. Knight to run its program. Mr. Knight, now director of the college's Military Transition Program, thinks that the military does not sufficiently emphasize the advantages of continuing education immediately after a discharge.

"If a soldier gets diverted to a full-time job, he or she will never finish his education," he says. "We try to provide them information early and get them committed to education."

Mr. Knight, who describes his position as having "zero authority

and a whole lot of responsibility," serves as an intermediary between applicants and the registrar's and veterans-affairs' offices on the campus.

He sent 10,000 pamphlets describing Valencia and its transition program to bases around the country. Interested personnel could request a packet that included a general introduction to the college's programs, assurances that older students would feel at home at Valencia, and a sample budget for a family of three. Since September he has received 200 inquiries. "That's very good, considering we are limited to people who plan to settle in the central Florida area," Mr. Knight says.

The armed services do encourage departing servicemen to pursue education—notably during three-day, on-base seminars initiated in 1990 and held regularly at some 175 installations. The seminars focus on job-hunting etiquette, but counselors also inform men and women of the educational benefits available to them.

Mr. Knight, however, notes that the message does not always get through. "Servicemen and women don't clearly understand the process for getting into school and the hard deadlines they must meet."

On-Base Seminars

Valencia has subcontracted with the University of Central Florida, which gets half the grant money, to provide additional assistance. Ms. Croach of Central Florida's transition-services department says her office serves active-duty personnel, reserve forces, the National Guard, Department of Defense employees, and defense-contractor employees.

Typically, Ms. Croach's first contact with a serviceman is at one of the on-base seminars to prepare service personnel for civilian life. She makes sure they know that higher education is an option they should consider. "There has to be someone there," Ms. Croach says, "who is an advocate for the GI Bill, who can tell them how to use that ticket at the admission window. That's my role."

After being discharged, those who are interested can follow up at the campus office. Ms. Croach often will simply help a potential student and his or her spouse prepare résumés and hone their interview skills. However, she also promotes a long-range perspective that includes education. Most active-duty personnel don't know much about educational benefits, she says, so her counseling helps.

"They don't realize until we tell them that they can work during the day and study at night," she says. "They think it is an either-or situation."

10-Year Limit on Benefits

She urges those with any interest in college to begin right away, because the Montgomery GI Bill benefits have a 10-year limit. Besides, she says, "the first class usually whets their appetite, and they start thinking about a degree and setting goals."

Some institutions, looking at bases full of people who realize

their jobs may be phased out and who feel they need more than a high-school diploma to succeed as civilians, may start reaching out to military personnel even without the help of state money.

Glenn R. Burrell, coordinator of veterans' affairs at North Lake College, wants to offer classes at

"Many of the people on the base planned to make a career of it. Now they realize that they are going to have to go and hustle in the job market."

Dallas Naval Air Station. "Many of the people on the base planned to make a career of it," he says. "Now they realize that they are going to have to go and hustle in the job market."

Very Low Cost for Classes

North Lake College, with an enrollment of roughly 6,500, expects that number to grow if it receives permission to offer classes on the

COMING AUGUST 5

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Students

Side-lines

College basketball coaches hope that a new leader and a new address can breathe new life into the National Association of Basketball Coaches, which has been seeking more control over their intercollegiate sport.

James A. Haney, the commissioner of the Big West Conference since 1988, will become executive director of the coaches' association this summer. Joseph R. Vancisin, the current director of the 4,000-member group, announced his retirement last year.

Mr. Haney was chosen after George Ravelling, a vice-president of the NABC's Board of Directors and the favorite for the post, turned down the job in April. Mr. Ravelling, the widely respected men's coach at the University of Southern California, decided to stay with the Trojans.

Before Mr. Haney takes over, the NABC plans to move its headquarters from Bramford, Conn., to Kansas City, Kan., to be closer to the National Collegiate Athletic Association, which is based in a Kansas City suburb. The coaches' group is also planning to expand its two-person staff.

Mr. Haney said the move was intended to put the NABC "closer to the heart of the decision-making" process of the NCAA.

The coaches have been frustrated in recent years because they feel they have been excluded from important decisions about their sport. Their concerns have focused particularly on the NCAA's 1991 cutbacks in scholarships, season lengths, and the size of coaching staffs.

Mr. Haney, who has experienced frustrations of his own in the Big West Conference—including last year's loss of one of the league's most successful members, California State University at Fresno—said he was ready to tackle tough issues at the NABC.

"We can turn challenges into opportunities here, too," he said.

Brooklyn College of the City University of New York has eliminated its athletics program as part of a \$5.4-million budget cut the university system asked the college to make nearly two months ago.

The move, which affects 15 teams and 171 athletes, is expected to save as much as \$260,000 in state funds, according to a college spokesman. He said the college, which has been in Division I of the NCAA for almost a decade, could not afford to sponsor even a scaled-down program, such as one in Division II.

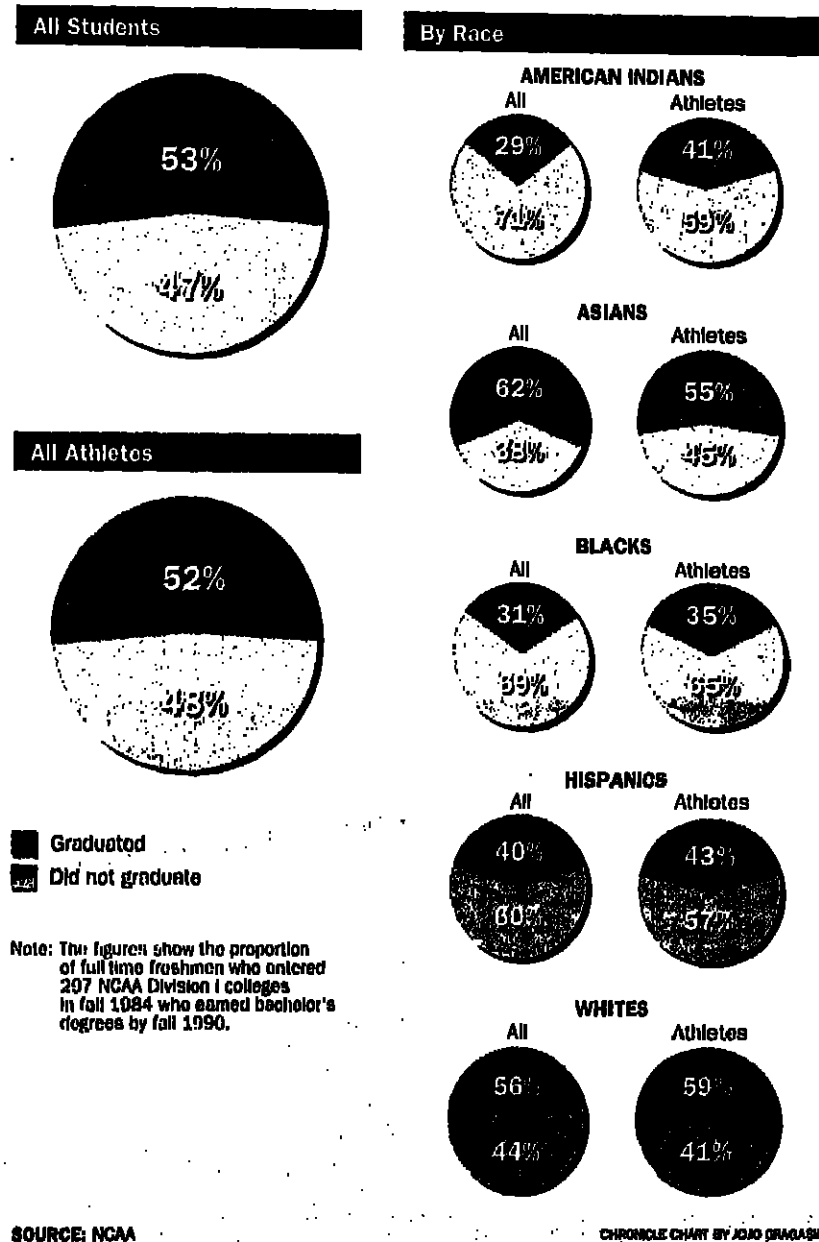
But some observers say the move was also motivated by what they say is the administration's embarrassment over recent findings that the college discriminated against its female athletes and coaches.

In February, the college assured the Education Department's Office for Civil Rights that its athletics program would be in compliance with federal sex-equity laws by September.

Athletics

Black Athletes Graduate at a Higher Rate Than Other Blacks, NCAA Reports

Graduation Rates, Fall 1984 Freshmen



Study is first to include breakdowns by race

By DOUGLAS LEDERMAN

Black scholarship athletes who entered Division I colleges in 1984 graduated at a higher rate than all full-time black students at those institutions, a study by the National Collegiate Athletic Association has found.

But black athletes were far less likely than athletes of other races to earn their degrees within six years, the NCAA report shows. Thirty-five per cent of the black athletes had graduated by the summer of 1990, compared with 31 per cent of all black students and 59 per cent of white athletes.

Over all, 52 per cent of all Division I scholarship athletes graduated within six years, compared with 51 per cent of all full-time students at those institutions.

The NCAA study, released last week, contained the association's first-ever breakdown of graduation rates by race. The data were collected in response to a federal law requiring colleges to make public the graduation rates of their athletes and other students by race, sex, and sport.

Applause From Senator Bradley

One sponsor of that legislation, Sen. Bill Bradley, a New Jersey Democrat, applauded the NCAA for beginning to release the information even before the law takes effect next year.

Last week the NCAA released overall averages for 297 Division I colleges; the institution-by-institution breakdown will not be available until late this month or early next month.

Like the graduation-rates survey that the NCAA released last year, last week's report focuses on the entering class of 1984. The new report, however, follows

Continued on Following Page

7 Big Ten Universities Exceed NCAA Scholarship Limits

Seven universities in the Big Ten Conference have exceeded National Collegiate Athletic Association scholarship limits for several years because of confusion about the NCAA's financial-aid rules, league officials admitted last month.

On the colleges' behalf, the conference has offered to have the institutions forgo a total of about three dozen scholarships over two years in such sports as wrestling and swimming.

Officials at several of the conference's universities are privately furious at the league, which they blame for the misunderstanding. They complain that Big Ten officials assured them that by following a conference financial-aid policy that was in effect through 1991, they also were obeying NCAA rules. In reality, they found, the two-decade-old Big Ten policy conflicted with the association's rules.

The controversy centers on scholarship

rules in "equivalency" sports—those in which one athletic scholarship can be divided among several athletes. All Division I sports except football, men's and women's basketball, and women's gymnastics, tennis, and volleyball fall into that category.

In equivalency sports, colleges may divide the maximum number of permissible scholarships among as many athletes as

they wish. In men's golf, for instance, a college has five scholarships to divide among any number of team members.

The contested Big Ten policy, which the conference ended last year when the problem was first identified, permitted an institution to calculate the amount of scholarship aid it could give based on what it charges an out-of-state athlete for tuition, fees, room and board, and books, even if the college was charging the athlete at the in-state rate.

Waiver for Out-of-Staters

Many institutions provide a waiver that allows out-of-state athletes to pay in-state rates; the athletics program pays the tuition of athletes on scholarship; and the university picks up the rest of the tab out of its general funds.

For example, University A awarded five

Continued on Following Page



J. Robert House of San Francisco State U. Moving from the structured environment of the military can be jarring.

Graduation Rates of Athletes Reported in Study

Continued From Preceding Page
the athletes over a six-year period instead of five years, as previous NCAA studies did.

The new format also includes more information than previous NCAA reports. Besides the groundbreaking data on race, it offers information about two entering classes (1983-84 as well as 1984-85), instead of just one class as past studies have done.

It also provides a "refined" graduation rate, which includes in the denominator athletes who transferred to a college and excludes those who left the institution in good standing. That was done to accommodate officials who complained that colleges should not be held accountable for

"The perception out there is that athletes are way down here, that they're just not graduating. That's not the case."

athletes who may have transferred to and graduated from other institutions.

"Should an institution be penalized for a student going to another institution and graduating?" said Sara N. McNabb, assistant vice-president for enrollment services at Indiana University, and chairwoman of the NCAA committee that prepared the graduation-rates report. "I'm not sure it should."

But Ms. McNabb also noted that no comparable "refined" rate was available for students who are not athletes, and hence no comparison existed for the adjusted rate.

Virtually all institutions showed marked increases using the refined

rate. Over all in Division I, the refined rate was about 15 percentage points higher than the unadjusted rate.

1 Million Students Covered

The NCAA data on the graduation rates of athletes by race are certain to attract significant attention, because of the intense public interest in sports.

The association's newest report also provides some of the best and most up-to-date information now available about the graduation rates of full-time students at many of the country's biggest and most prestigious institutions. The association's survey covers a total of over 1 million students who entered Division I colleges in 1983-84 and 1984-85.

Among other things, it shows that Asian students outpaced other students at the 297 Division I colleges, with the entering class of 1984 graduating at a rate of 62 per cent. White students were next at 56 per cent, followed by "other" students (international and unidentified students) at 48 per cent. Hispanic students at 40 per cent, black students at 31 per cent, and American Indian students at 29 per cent.

Women generally outperformed men, with 54 per cent of all female students graduating, compared to 51 per cent of all men. Asians were most likely among both male and female students to get their degrees in six years: Asian men graduated at a rate of 60 per cent and Asian women at a rate of 64 per cent.

American Indian, black, Hispanic, and white women all graduated at higher rates than did their male counterparts. Only in the "other" category were men slightly more likely to graduate than women.

Breakdowns for 6 Sports

The NCAA study provides much more detail about the graduation rates of athletes than of other students. It includes separate breakdowns for six sports, as well as the refined rates for each one.

Richard D. Schultz, executive director of the NCAA, said in releasing the report that he was "pleas-

7 Women Sue U. of Texas, Demanding Varsity Teams

By DEBRA E. BLUM

Taking what their lawyer called the "offensive" in support of women's sports, seven female students at the University of Texas at Austin sued the institution last week, asking that four women's varsity teams be added to the athletics program.

The suit differs from other recent sex-discrimination cases in college athletics in that the Texas students are seeking new teams, not trying to save old teams from the budgetary chopping block. The suit asks that four women's sports—crew, gymnastics, soccer, and softball—be elevated to varsity status.

"This is not a defensive legal action where we are trying to hang on to what we have," said Diane Henson, the students' lawyer. "This is a major offensive move in the fight for gender equity."

The class-action suit was filed in federal court last week by seven female students at Texas who participate either on the club teams in crew, gymnastics, or soccer, or who play intramural slow-pitch softball.

The suit claims that the university, by not providing more varsity-level sports to women, is unfairly denying female stu-

dents "tangible benefits that [it] disproportionately affords to male students."

The athletics program, the lawsuit claims, violates the U.S. and the Texas Constitution and Title IX of the Education Amendments of 1972, the federal law barring sex discrimination in institutions that receive federal aid.

Judy Conradt, the university's director of women's athletics, said she could not comment on the suit because she had not yet seen it.

She did say, however, that while Texas had made a "tremendous commitment" to women's athletics, the proportion of female participants in the sports program versus male participants is "problematic" at Texas, as it is at many other institutions.

Texas offers seven teams each for men and women, but the athletics program includes more than 300 men and fewer than 100 women. About 53 per cent of the undergraduates at Texas are men and 47 per cent are women.

The lawsuit is expected to attract national attention because Texas is widely known for its strong and successful women's athletics program.

Donna A. Lopiano, the for-

mer director of women's athletics at Austin, who is now the executive director of the Women's Sports Foundation, said in a statement that the university had treated female athletes in every sport as well as it treated its football players. But, she said, more teams need to be added.

Suit Against Colorado State

In other legal action, six former softball players at Colorado State University have sued the institution, claiming it discriminated against female athletes when it cut the softball program for budgetary reasons.

Colorado State canceled the baseball and softball programs last month to help the institution alleviate a \$600,000 deficit in the athletics program.

The suit, filed in federal court, seeks a permanent injunction to prevent the university from dropping softball. The suit says that canceling softball violates Title IX and the state constitution by further exacerbating inequities already present in the intercollegiate athletics program.

Colorado State fields teams in eight women's sports and seven men's sports. Last year's budget was \$998,000 for women and almost \$3.8-million for men.

anly surprised" by the results, which showed athletes generally had performed as well as their peers, or better. Mr. Schultz noted that the athletes included in the survey entered college before Proposition 48, the freshman-eligibility standards that require underprepared athletes to sit out a year, took effect in 1986.

"The perception out there is that athletes are way down here, that they're just not graduating," he said. "That's not the case."

Mr. Schultz also said, however,

that athletes in every sport should graduate at a higher rate than other students, since they tend not to have the same financial pressures that force many students out of college. Athletes are also encouraged to earn their degrees within five years, Mr. Schultz said, by the NCAA rule that requires them to complete their four years of eligibility within five consecutive years. Athletes also tend to receive intensive tutoring that is not generally available to other students.

Among other highlights of the NCAA report:

- Athletes of every race except Asian were more likely to graduate than were other students of their race.
- Female athletes of every race did much better than their male counterparts. Over all, female ath-

letes who entered Division I colleges in 1984 graduated at a rate of 62 per cent, while 47 per cent of male athletes earned degrees.

- Athletes in baseball, men's track, and especially men's basketball lagged behind their peers. Men's basketball players in Division I graduated at a rate of 38 per cent, with black players the lowest at 29 per cent. Black male basketball players at universities in Division I-A, the NCAA's top competitive level for football, graduated at a rate of 23 per cent.
- Athletes who entered the 106 universities in Division I-A in 1984 fared worse compared to their non-athlete peers than did other Division I athletes. Scholarship athletes in I-A graduated at a rate of 52 per cent, compared to 56 per cent of all students at their colleges.

7 Big Ten Universities Found to Exceed NCAA Limits on Sports Scholarships

Continued From Preceding Page
scholarships in men's golf, at its out-of-state rate of \$10,000 each, for a total of \$30,000. But the university charged the five athletes the in-state tuition rate, say \$6,000, for a total of \$30,000. The university then spent the extra \$20,000 on scholarships for other athletes in that sport.

Role in Setting Policy

Big Ten officials said they had been under the impression that the league policy conformed to NCAA regulations.

"I'm not sure how this could happen, given the fact that Big Ten members always have played such a big role in NCAA policy setting,

but it did," James E. Delany, the league's commissioner, told *The Des Moines Register* last week. Mr. Delany was out of his office last week and could not be reached. Other Big Ten officials said they would not comment further on the issue.

However, officials at the association and sports administrators at several other NCAA colleges said they believed that the association's rules were clear on the subject.

Last month, the Pacific-10 Conference levied harsh penalties against Washington State University, which violated the NCAA's financial-aid rules in a similar way.

—DOUGLAS LEBERMAN

Dispatch Case

A top civil servant in Spain's Education Ministry has been appointed Minister of Education.

Alfredo Perez Rubalcaba, who has not previously held a ministerial post, was named to succeed Javier Solana, the education chief since 1988, who was picked by Prime Minister Felipe González Márquez to be the country's new foreign minister.

Politicians and education officials said Mr. Rubalcaba's appointment was a sign that the socialist government had no plans to change its education policies.

For the past 10 years Mr. Rubalcaba has held top technical positions in the ministry, and participated directly in the formulation and implementation of the government's education reforms. He helped draft the 1983 University Reform Law as well as 1989 legislation reorganizing the education system.

A former chemistry professor at Complutense University of Madrid, Mr. Rubalcaba has a reputation for knowing more about Spain's education system than anyone else in the government.

He is also regarded as a tough negotiator. Senior officials at the Education Ministry as well as Spanish union leaders say he played a central role in negotiations that ended a series of nationwide strikes by high-school students in 1988.

Students at the University of Rostock in eastern Germany are continuing their protests against poor learning and living conditions at the institution.

Although classes were disrupted when the unrest began in late May, the protests generally have been peaceful, and no arrests have been made.

The students say that educational reforms in what was once Communist-ruled East Germany are unfolding too slowly. At Rostock, many academic departments do not have a full contingent of professors because of hiring delays, and buildings are in deplorable condition, some of them structurally unsound. In dormitories, four or five students frequently live in rooms designed for one.

The unrest began when Germany's academic deans held their annual meeting in Rostock. Students boycotted classes and occupied university buildings. The deans, at the conclusion of their meeting, demanded that the federal and state governments increase the higher-education budget.

Despite the deans' appeal, students have continued to demonstrate and hold weekly meetings. About 2,000 of the university's 6,000 students have taken part in the protests.

"We're trying to get the state and federal government to step up the pace at which they're hiring professors and budgeting money for improvements," says Tilo Propp, a student-government spokesman. "We need help now, not later."

International



Christopher Knapper of the Queen's University Center for Instructional Development: The best hope for raising the profile of teaching is to revamp tenure and promotion practices.

Canadian Universities Put New Importance on Efforts to Improve Teaching

By JENNIFER LEWINGTON

TORONTO

Canadian universities are taking new steps to improve instruction and reward good teaching.

Prodded by public criticism, student demands, and financial pressures, the institutions—at long last, many observers here say—are looking for new ways to make the lecture hall a setting in which more learning takes place.

Among recent developments:

- Queen's University established an endowment of \$2-million (Canadian) to support its new center to improve teaching, with \$750,000 of the total coming from fees that students voted to impose on themselves.

- The University of Ottawa doubled the budget for its center for innovative teaching this year, to \$50,000.
- York University elevated the status of its three-year-old Center for the Support of Teaching to that of an independent department with its own operating budget.

- McMaster University has begun deliberations on a new policy that would require candidates for faculty positions to demonstrate their teaching ability.

"There are pockets of exciting things going on," says Christopher Knapper, director of Queen's University's new Center for Instructional Development. "But I want to see a greater emphasis on student-centered active learning."

Mr. Knapper has been promoting the cause of good teaching at Canadian universities for 15 years. He is a founder of the Society for Teaching and Learning in Higher Education, an organization that has attracted more and more faculty interest. More than 400 academics attended the group's annual meeting here last month, which offered some 100 sessions on trends

"The additional funds have enabled us to expand our programs to provide better services to teaching assistants and expand our orientation program for new professors."

and techniques in improving student learning.

Allan Blizzard, director of instructional development at McMaster University, cites the steady growth in faculty attendance at the society's conferences as yet another sign that "teaching is valued more." But is teaching now on an equal footing with research? "Not yet," says Mr. Blizzard, "but the trend is in the right direction."

Canadian academics who are active in promoting the cause of improved instruc-

tion say universities still have a long way to go to strike a better balance between teaching and research.

They point out that no universities in Canada have adopted institution-wide policies that mandate "how-to" courses on teaching for new faculty members or teaching assistants, as critics have urged them to do. And few of the institutions require long-time faculty members to refresh themselves on teaching techniques or to study new methods.

Long-Term Process

Observers say Canadian universities are only beginning to talk about more radical reform. Those involved in proposing changes say that improving teaching is a long-term process, one that could eventually lead to an overhaul of what is taught and how the curriculum is delivered to students. But observers are encouraged by the fact that the process at least has begun.

Yet another sign of the importance campuses in Canada are assigning to good teaching came last month when a panel of higher-education leaders issued a report calling on universities to take steps to promote good teaching and greater accountability.

The panel was formed last fall by the Association of Universities and Colleges of Canada. It offered the first detailed response to the recommendations of an inde-

Continued on Page A35

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International

Canadian Colleges Strive to Reward Good Teaching

Continued From Page A33
 pendent inquiry on university education in Canada that the association had commissioned.

Stuart Smith, a former professor of psychiatry at McMaster University and one-time head of the Science Council of Canada, conducted the inquiry. The association had hoped he would help call attention to the universities' financial plight and their complaints about chronic underfunding from their principal sources of revenue—the federal and provincial governments. Instead, he blasted the universities for fostering a climate that rewards research above teaching, despite their chief mandate to teach undergraduates.

Call for Action

The panel's response to Mr. Smith, which was accepted by the association's board of governors, concluded that there was an "urgent need for action." It said Canadian universities should:

- Develop performance measures clearly understood by the public or risk having government or others establish criteria for judging the performance of universities.
- Modify hiring and tenure practices to recognize and reward excellence in teaching—although not at the expense of research.

Require professors whose teaching inadequacies have been demonstrated to take remedial courses to improve their abilities.

- Require all new faculty members to take a minimum number of hours of teaching instruction.

While embracing key findings of the Smith report, the panel took issue with one that described universities as "fundamentally healthy" in spite of the erosion of government financing in the past decade.

Mr. Knapper is among those pleasantly surprised by the panel's recommendations, which he says indicate that university presidents are taking the role of teaching more seriously. The presidents' initial reaction to the Smith report, he recalls, was extremely negative. A lot of them wanted to "bury" that document, he says.

Budget Is Doubled

Since the Smith report last fall, universities have examined their policies and in some cases made changes. At the University of Ottawa, which had conducted its own study of the teaching issue before the Smith report was released, the Faculty Senate has approved a plan to develop new strategies to improve teaching. In addition, the university doubled the budget of its center for innovative teaching.

"The additional funds have enabled us to expand our programs to provide better services to teaching assistants and expand our orientation program for new professors," says Serge Piccinin, the center's director.

The financial crunch on Canadian campuses also is pressing administrators to make changes. As universities try to diversify their revenue base through increased

voluntary financial support from alumni and businesses, the institutions must demonstrate their relevance and become more accountable. For alumni and business supporters, the teaching issue ranks high on the list of concerns. The message from those groups, says Mr. Knapper, is "you exist to teach students, I want to see value for money."

At the same time, the budget pressure on universities makes it more difficult to adopt reforms that would place more emphasis on improved teaching. Increasingly, large universities are trying to promote themselves as research-oriented centers in order to attract top scholars and research funds from industry and government. It is more difficult, by contrast, to attract funds to support better undergraduate teaching.

The growing pressure exerted by students who want to make the most of their undergraduate experience also has played an important part in pushing the universities to act. In the current climate of tight resources, students face the prospect of more large classes, less exposure to top professors, and more reliance on teaching assistants.

At Queen's University, students have taken an active role in promoting the importance of teaching. In an unusual move, they have put up their own money, collected through fees, to support the work of Mr. Knapper's center.

In Mr. Knapper's view, the best hope for raising the profile of teaching is to revamp tenure and promotion practices.

"If the reward system gets changed, then you're going to see, by the back door, people wanting help" in improving their teaching skills, he says. "Even when universities give equal weight to

Canadian academics

who are active in
promoting the cause of
improved instruction say
universities still have a
long way to go.

teaching and to research in tenure decisions, on paper at least, faculty members still see publications and research as essential to success in their field."

Ross Rudolph, associate vice-president of faculty affairs at York University, says administrators must do more to change the mind set of faculty members. "It's colleagues themselves who have established the culture that values research," he says. This year, York established two teaching awards, each worth \$5,000, for outstanding teaching by a tenured faculty member and by a non-tenured instructor. Nominations will be made by students.

But awards may not be enough to change attitudes. Several academics at last month's meeting of the Society for Teaching and Learning in Higher Education who had won national teaching awards sponsored by the 3M Company complained that their own universities had done little to publicize their accomplishments.

Students Close U. of Mexico to Protest Tuition Increase

MEXICO CITY

Students at the National Autonomous University of Mexico occupied buildings and shut down the biggest campus in Latin America for one day to protest the institution's proposal to raise tuition by 1 million per cent.

Annual tuition at the university has not been raised since 1948 and today is equal to about six U.S. cents. Administrators at the university, after seven months of deliberating how much it should charge students, announced last month that the tuition would be increased to the equivalent of about \$670 a year (*The Chronicle*, June 24). The university also said it would put in place a comprehensive scholarship and financial-aid program to insure that no qualified students would be turned away because they could not afford to pay.

As they had threatened, elected student leaders organized a massive, non-violent demonstration to protest the university's plans.

Law School Remains Open

The occupation of some university buildings and picket lines at others forced the cancellation of most classes. The law school was the only one of the university's 15 faculties to convene classes.

Many if not most of the university's 250,000 students seem re-



Students protested plans by the National Autonomous University of Mexico to raise tuition from the equivalent of 6 cents to \$670.

signed to a tuition increase of some magnitude and recognize the institution's financial predicament. It has not been able to repair or even maintain its facilities, and the wages of its faculty members have fallen far behind the rate of inflation. As a result, many have left for more lucrative positions at other institutions.

The university's rector, José

Sarukhán Kermez, told the protesters that officials were still open to new ideas on the tuition increase, and that the sentiments of the student demonstrators would be taken into account. He said he would announce on July 17 whether the university's tuition would indeed be increased to the \$670 that had been proposed, or set at some other level.

Belgrade Students Press for Serbian President's Resignation

By DUSKO DODER

BELGRADE

Striking students at the University of Belgrade have called on all political parties in Serbia, as well as the Academy of Sciences, the Orthodox Church, and other major institutions, to help find a solution to the republic's political impasse.

Opposition political groups have been trying to mobilize popular support to topple Serbian President Slobodan Milosevic, who retains strong support in rural areas of the republic, where he appeals to a deep-seated nationalism. The students have been striking to press their demands for the President's resignation.

The students want the meeting to be held in the office of the university's rector. The campus has been occupied by 15,000 student protesters since early June.

Students at three other Serbian universities also continued their sit-ins against the government.

Opposition political leaders were gloomy last week as it became clear that they could not rally sufficient popular support to topple the President. A rally to mobilize support for such action attracted about

100,000, far less than the organizers had hoped. The presence of Crown Prince Alexander Karadjovic, the pretender to the throne of Serbia, failed to spark the nationalist support that opposition parties had hoped to attract.

The striking students took part in the rally, but have sought to avoid direct links with political parties.

Prince Visits Strikers

The university itself continues to remain the strongest center of opposition to the President, even though a protest of several thousand citizens has continued in front of the parliament building.

Prince Alexander visited striking

students last week and made speeches at three different faculties. But he was born in exile in London and is unable to speak Serbo-Croatian. The few lines that he did speak were heavily accented and peppered with mistakes. "To us he is something exotic," said a philosophy student. "We like him, but is he the answer to our problems? We don't know."

Last week Belgrade protesters staged a second march through the city in an effort to galvanize opposition to the Milosevic regime. Heavily armed police units were deployed throughout the city, but no incidents and no arrests were reported.

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Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS

IN HIS LETTER OF RESIGNATION, Calvert H. Smith, president of Morris Brown College since 1984, wrote, "It has become clear to me that the most urgent challenge is found not in higher education but in our nation's elementary and secondary schools. . . . Contrary to my colleague at Yale, I do not believe the solution is a system of private or alternative schools but, rather, the public schools of America where the vast majority of young people receive their education."

Mr. Smith was referring to Benno C. Schmidt, Jr., who is leaving Yale to join the profit-making Edison Project of Whittle Communications. Mr. Smith, a former vice-provost at the University of Cincinnati, will become deputy superintendent of the Cincinnati Public School System in August.

At Yale, a 12-member committee of trustees (seven) and senior faculty members (five) has been formed to search for Mr. Schmidt's successor.

The Intermodal Surface Transportation Efficiency Act of 1991—signed by President Bush last December—includes a six-year, \$18-million federal appropriation to establish the Infrastructure Technology Institute at Northwestern University.

Last month David F. Schulz was named executive director of the institute, which is charged with coordinating efforts among universities, industry, and government to develop new technologies to help solve problems of the country's deteriorating infrastructure—pointed up by last spring's flood in nearby Chicago.

Add to the list of Ross Perot's advisers from academe the name of Peter Persuitti, dean of admissions and financial aid at Stevens Institute of Technology for the last four years. Mr. Persuitti resigned, effective July 1, to work full time for the Perot campaign. He is a former employee of Electronic Data Systems Corporation, which was founded by Mr. Perot.

Valerie Swain Cade has been serving as interim president of Cheyney University since last fall. Two weeks ago, it was announced that she had been named to the post permanently.

However, subsequent negotiations with Pennsylvania's State System of Higher Education officials proved unsatisfactory to Ms. Cade, and she withdrew her acceptance of the post. Reportedly Ms. Cade had requested immediate action to reduce the university's multimillion-dollar deficit and had wanted a five-year contract, instead of the three-year one offered. She will return to the University of Pennsylvania, where she is on the English faculty.

H. Douglas Covington, special assistant to the chancellor of Tennessee's State University and Community College System, will take over as Cheyney's president on August 1.

Julius Chambers, director of the NAACP Legal Defense and Education Fund, who won the landmark case forcing schools in the Charlotte, N.C., area to use busing to integrate, is on the list of finalists to serve as chancellor of North Carolina Central University. Mr. Chambers is a graduate of the institution. The other two finalists are David Swinton, dean of the school of business at Jackson State University, and Nathan Garrett, a businessman in Durham, N.C.

Dale T. Chapman
Lewis and Clark
Community College



Kenneth M. Benedict
John D. and Catherine T.
MacArthur Foundation



Kathleen A. Carlson
Equitable Foundation



Robin M. Jacoby
Radcliffe
College



Kenneth M. Shumate
San Antonio College



Billie Sue Schulze
Spelman College

New college and university chief executives: Ashland Community College, Charles R. Dassance; Cheyney University, H. Douglas Covington; Lewis and Clark Community College (Ill.), Dale T. Chapman; Rochester Community College (Minn.), Karen Nagle; Wingate College, Jerry E. McGee.

Other new chief executive: Equitable Foundation, Kathleen A. Carlson.

Appointments, Resignations

Robert P. Aristo, dean of student affairs at Central Connecticut State U., also to vice-president.

Kenneth Berry, chair of clinical psychology at U. of Hartford, to dean of the faculty and director of clinical training at Chicago School of Professional Psychology.

Aaron M. Bloch, vice-provost of Columbia U., to provost of State U. of New York at Buffalo.

Patrick N. Bonome, assistant director of financial aid at Hollins College, to assistant director of financial aid at Oglethorpe U.

Roseanne G. Brown, Jr., president of Bronx Community College, has announced his retirement, effective in June 1993. (This corrects an item that appeared in the July 1 issue of *The Chronicle*.)

Eric Brunker, vice-president for academic affairs and professor of economics at Trenton State College, to dean of the school of management and professor of economics and finance at U. of Michigan at Dearborn.

W. Robert Booker, executive director of Young Audiences Inc. (Kansas City, Mo.), to assistant dean and director of development for the College of Fine and Applied Arts at U. of Illinois at Urbana-Champaign.

Dale T. Chapman, executive vice-president for administration, finance, and instruction, and chief financial officer and treasurer at Lewis and Clark Community College (Ill.), to president.

Robert W. Christina, professor and chair of physical therapy and exercise science and director of the Motor Control Laboratory in the School of Health Related Professions at State U. of New York at Buffalo, to dean of the School of Health and Human Performance at U. of North Carolina at Greensboro.

Harold S. Clarke, assistant vice-chancellor for academic affairs at U. of North Carolina at Charlotte, has announced his retirement, effective September 30.

H. Douglas Covington, special assistant to the chancellor of State U. and Community College System of Tennessee and former president of Alabama A&M U., to president of Cheyney U.

Mare Gutright, director of media services at North Georgia College, to director of university relations at U. of Tennessee at Chattanooga.

Nicholas Daniloff, professor of journalism at Northwestern U., to head of the school of journalism.

Charles R. Dassance, provost of the Kent campus of Florida Community College at Jacksonville, to president of Ashland Community College.

J. James Donady, professor and chair of biology at Wesleyan U., to dean of undergraduate studies.

Stephen J. Eisman, associate professor of law at Columbia U., to professor of law at New York Law School.

Thomas M. Eichen, senior director of university development at Syracuse U., to associate director of major gifts and capital projects at Washington U. (Mo.).

Stephen G. Fineberg, associate professor of classics at Knox College, to professor of classics at Knox College, to professor of classics at Knox College.

James W. Fonseca, associate dean of the graduate school and associate professor of geography at George Mason U., to director of the university's Prince William Institute.

Susan G. Forman, former associate provost at U. of South Carolina, to vice-president for undergraduate education at Rutgers U.

James M. Fritz, acting director of student financial services at Albright College, to director of financial aid.

Murray Gellach, former special assistant to the president at Brown U., to assistant to the president at Brown U.

Joel Glassman, associate professor of political science at U. of Missouri at St. Louis, also to director of the Center for International Studies.

Penny B. Gold, associate professor of history at Knox College, to professor.

Nicholas Gousses, professor and chairman of guitar at Manhattan School of Music, to professor of guitar at U. of Rochester, effective in July 1993.

James S. Green, former vice-president of Bradford College, to interim dean of U. of Wisconsin Center-Fox Valley.

Harvett A. Grey, psychologist in the Counselor Center at U. of Illinois at Chicago, to director of personnel support services at Lewis U.

Joseph Griffin, director of institutional advancement at Fox Chase Cancer Center (Philadelphia), to director of planned giving at Albright College.

Loiselle Haugh, chair of reading at West campus of Pluma County Community College, to associate dean of instruction.

Robin M. Jacoby, vice-president for college relations at Radcliffe College, to vice-president for program planning.

Ann Jernell Johnson, dean of lifelong learning at Greensboro College, to vice-president for institutional advancement.

Linda Patterson Jones, special assistant to the president at Western Michigan U., to director of the annual fund.

Richard L. Judd, executive dean of institutional advancement at Central Connecticut State U., to vice-president for university affairs.

Henry Jagle Kelley, president of Group for the South Fork (East Hampton, N.Y.), to executive director of college development and the college foundation at Suffolk Community College.

Bernard Kelly, professor of political science at U. of Michigan at Dearborn, to interim chancellor.

Nancy Hamilton Kolodny, professor of chemistry at Wellesley College, to dean of the college.

Nancy Hamilton Kolodny, professor of chemistry at Wellesley College, to dean of the college.

Sharon K. Koskov, director of curriculum development in the school of medicine and dentistry at U. of Rochester, to assistant dean for curricular affairs.

James Lincoln, director of student financial aid at Grinnell College, to vice-president for enrollment.

Rhonda J. Malone, director of student services at Rutgers U., to director of student services in the law center at Georgetown U.

Gordon A. McDougall, executive director of alumni affairs and annual giving at U. of Rochester, to associate vice-president for alumni affairs at U. of South Florida.

Jerry E. McGee, vice-president for development at Furman U., to president of Wingate College.

Joanna K. Michalish, consultant in Casa Grande, Ariz., to dean of instructional services for the Superstition Mountain campus of Central Arizona College.

Lisa A. Miller, assistant director of college relations at Cardinal Stritch College, to director of publications and public information.

James O. Mosser, dean of the College of Arts and Architecture at Pennsylvania State U., to vice-president for academic affairs and provost at U. of South Carolina.

Pat Muthart, associate director of libraries at Rensselaer Polytechnic Institute, to assistant vice-president and associate dean for scholarly resources in the health sciences at Columbia U.

Chris Munoz, vice-president for enrollment management at California Lutheran U., to associate provost for enrollment management at U. of Dayton.

Nancy Nease, interim dean of academic affairs at Lakewood Community College, to president of Rochester Community College (Minn.).

Dennis Neeland, associate dean for enrollment management and college relations at State U. of New York College of Agriculture and Technology at Morrisville, to vice-president for enrollment management at Beaver College.

Alton D. Nelson, professor of electrical engineering at Texas A&M U., to head of the department.

David Payne, director of the library at Mississippi U. for Women, has retired.

Rhonda-Gale Pollack, dean of the college of fine arts at Wichita State U., to dean of the college of fine arts at U. of Kentucky.

James A. Pope, III, chair of management-information systems and decision sciences at Old Dominion U., to dean of the business college at Shippensburg U.

Ann O. Quinley, dean of academic support services at U. of Massachusetts at Amherst, to vice-president and dean of students at Pomona College.

Richard B. Quinn, lawyer in Washington, to legal director of the Freedom Forum First Amendment Center at Vanderbilt U.

Patricia B. Richard, professor of political science at Ohio U., to dean of the university's University College.

William Rookett, dean of the faculty of arts and humanities and professor of communication at State U. of New York College at Fredonia, to dean of the school of fine arts at U. of Wisconsin at Milwaukee.

Raymond J. Rodriguez, associate academic vice-president at Colorado State U., to vice-president for academic affairs at North Adams State College.

Kathleen Curry Santora, vice-president for operations and counsel at National Association of Independent Colleges and Universities, to assistant to the president at Georgetown U.

Elizabeth Wright Schoenfeld, executive assistant to the executive vice-president of U. of Wisconsin System, to special assistant to the chancellor at U. of Wisconsin Centers.

David F. Schulz, former County Executive of Milwaukee County (Ill.) and former budget director of City of Chicago, to executive director of the Infrastructure Technology Institute at Northwestern U.

Billie Sue Schulze, development officer at Central Institute for the Deaf (St. Louis), to vice-president for institutional advancement at Spelman College.

Richard Selthier, assistant professor of internal medicine and pharmacology at Virginia Commonwealth U., to assistant director of the cancer center.

Susan Shirk, professor of international relations and Pacific studies at U. of California at San Diego, to director of the university system's Institute on Global Conflict and Cooperation, which is based at the San Diego campus.

Kenneth M. Shumate, vice-president for academic affairs at San Antonio College, to interim president.

Calvert H. Smith, president of Morris Brown College, to deputy superintendent of Cincinnati Public School System, effective August 1.

Charles W. Smith, acting dean of faculty for the social sciences at Queens College of City U. of New York, to dean.

William J. Stahler, vice president for admission and financial aid at Otterbein College, to dean of admission and financial aid at Albright College.

George W. Stikel, associate professor of education at Northwestern College (Iowa), to chair of secondary- and middle-school education at Kennesaw State College.

Gail Valaskakis, acting dean of the faculty of arts and science at Concordia U. (Quebec), to dean.

S. Elizabeth Van Velsor, acting director of admission at Albright College, to director.

Henry J. Vaux, Jr., professor of economics at U. of California at Riverside, to associate vice-president for programs in the university system's Division of Agriculture and Natural Resources.

Warren Moon, 45, professor of art history at U. of Wisconsin at Madison, June 23 in Madison, Wis.

Kathleen D. Salline, 67, assistant vice-president for health sciences at Creighton U., June 22 in Omaha.

Kenneth A. Simon, 76, former chief of National Center for Education Statistics at U. S. Office of Education, June 23 in Huntington, Md.

William F. Fritcher, 79, professor emeritus of law at U. of Missouri at Columbia, June 24 in Columbia, Mo.

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2ND INTERNATIONAL

CONFERENCE ON SEXUAL ASSAULT ON CAMPUS

OCTOBER 1-3, 1992

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Wittenburg University	Student Registration	\$200.00
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Mary Koss, Ph.D.		
Aileen Adams, LL.B.		
Barry Burkhardt, Ph.D.		
Marlene Young, Ph.D.		
Carol Bohmer, Ph.D., LL.M.		
Andrea Parrot, Ph.D.		
Gail Abernethy		
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Coming Events

A symbol (*) marks items that have not appeared in previous issues of *The Chronicle*.

JULY

15-18: Student personnel. National conference on student retention, Noel/Levitz Centers, Hyatt Regency Hotel, San Francisco. Contact: Theresa Teasdale, (319) 337-4700 or (800) 728-4700.

18-24: Intercultural studies. Workshop on the development of intercultural coursework at colleges and universities. East-West Center, Honolulu. Contact: Richard Brislin, (808) 944-7314, fax (808) 944-7670.

18-19: Intercultural studies. "Summer Institute for Intercultural Communication: Session 1." Intercultural Communication Institute, Portland, Ore. Contact: icr, (503) 297-4622.

18-19: American history. Annual conference of the American Historical Association, Society for Historians of the Early American Republic, Gettysburg.

Pa. Contact: Johannes Shields, Department of History, University of Alabama, Huntsville, Ala. 35899.

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